

GRADED DRILL EXERCISES  
IN CORRECTIVE ENGLISH

*Boylan & Taylor*

**BOOK I**

**GRADES 4 AND 5**



Public School No. 471

Brooklyn

NAME

Evelyn Matto

Fred D.

Louis B.

Charles

Louise

Ed

### Rid Your Speech of English Demons

- |                        |                  |
|------------------------|------------------|
| 1. I saw him           | 8. I did it      |
| 2. It isn't            | 9. It broke      |
| 3. May I go            | 10. He began it  |
| 4. It isn't he         | 11. If I were    |
| 5. It was I            | 12. There were   |
| 6. Took from me        | 13. He doesn't   |
| 7. Different from that | 14. I haven't it |

BOYLAN AND TAYLOR'S "GRADED DRILL EXERCISES"

Marie Schubert



### Use These Correct Forms

- |                         |                                   |
|-------------------------|-----------------------------------|
| 15. <i>This</i> kind    | 22. <i>Let</i> me go              |
| 16. <i>This</i> thing   | 23. <i>Lie</i> down               |
| 17. <i>Those</i> things | 24. Didn't have <i>any</i>        |
| 18. <i>That</i> book    | 25. Didn't do <i>anything</i>     |
| 19. Looks <i>well</i>   | 26. <i>He</i> and <i>I</i> did it |
| 20. Has <i>come</i>     | 27. <i>Whom</i> have you seen     |
| 21. Has <i>gone</i>     | 28. <i>I shall</i> be glad        |

CISES IN CORRECTIVE ENGLISH" BOOKS I, II, and III.







**BOYLAN and TAYLOR'S  
GRADED DRILL EXERCISES  
IN CORRECTIVE ENGLISH**

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BOOK I (Grades 4 and 5)

BOOK II (Grades 6 and 7)

BOOK III (Grades 8 and 9)

# GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH

*Oral and Written*

BOOK ONE

BY

WILLIAM A. BOYLAN

*Associate Superintendent, New York City Public Schools*

AND

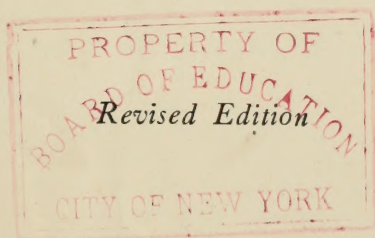
ALBERT TAYLOR

*Principal, New York City Public Schools*

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**Grades 4 and 5**

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## PREFACE

It is safe to say that if the average child were bred in an environment where English is always spoken correctly, he himself would speak correctly, although he knew no rules of grammar. It is equally true that the average child, constantly influenced by the incorrect English which he hears on the street and at home, speaks and writes incorrectly, and this in spite of the formal grammar in the last years of the elementary school course.

The great majority of our upper grade pupils speak ungrammatically. They study grammar, yet constantly violate its rules. Why? The habit of incorrect speech is ingrained in them. They may recognize and correct their errors, when challenged, but they almost invariably return to them in speaking and writing.

We have been too little concerned with implanting correct language habits. We have not noticed, or better, we have despaired of making our instruction carry over into the actual practice of the pupils. What is the remedy? Practice, drill, habituation. In our schools, there is daily practice in arithmetic, penmanship, spelling, and reading; but, until recently, there has been no systematic effort to inculcate reliable habits in grammatical use. There are language games in the first five years, but there is a tendency on the part of the pupils above the fourth year to belittle these games.

"Graded Exercises in Corrective English" is a series of *three books* designed to aid in inculcating correct language habits in the pupils of the upper grades of the elementary school. The series consists of a book for the fourth and fifth years, another for the sixth and seventh years, and a third book for more advanced work.

Simple exercises in the correct use of verbs, in punctuation,

capitalization, sentence structure, and the simpler elements of paragraph structure are given in each book.

The authors believe that if these books are used from the fourth year on, the pupils will improve in grammatical habit. However, continuous, systematic drill is necessary. This drill must run through a number of years to correct the habits of years of incorrect use.

These books were especially prepared and graded to include all the suggestions in the latest *Course of Study in English for the New York City Public Schools*. The authors wish to thank the many principals and teachers of the New York City Schools for their many helpful suggestions and their aid in selecting and grading the material in this book.

*For the benefit of Teachers, each one of the books in this series of GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH, Books I, II and III, may now be obtained complete with the answers to each exercise. These answers include both the correct word and also the rule for completing each sentence.*

## CONTENTS

### *Correct Usage.*

- EXERCISE 1. "It is I" instead of "It is me."  
EXERCISE 2. "Haven't Any" for "Ain't Got None"; "He Doesn't" for "He Don't"; "Did and Have Done."  
EXERCISE 3. "Am Not" and "Are Not" for "Ain't."  
EXERCISE 4. "He and I" for "Him and Me"; etc.  
EXERCISE 5. "It's and Its"; "Those for Them"; "Different From" for "Different Than."  
EXERCISE 6. Review.  
EXERCISE 7. To; Too; and Two.  
EXERCISE 8. "Shall and Will"; "May and Can."  
EXERCISE 9. "Have Come" for "Have Came," and "Have Gone" for "Have Went."  
EXERCISE 10. "Did" for "Done"; "Burst" for "Bust."  
EXERCISE 11. Review.  
EXERCISE 12. "Saw" for "Seen"; "Hurt" for "Hurted."  
EXERCISE 13. "Took and Have Taken"; "Gave and Have Given."  
EXERCISE 14. "Fell and Has Fallen"; "Try To" for "Try And"; "Have Worn" for "Have Wore."  
EXERCISE 15. "Broke and Have Broken"; "Tore and Have Torn"; "Stole and Have Stolen."  
EXERCISE 16. "Bring and Have Brought"; "Ran and Have Run"; "Drew and Have Drawn."  
EXERCISE 17. "Wrote and Have Written"; "Rang and Have Rung"; "Sing and Have Sung."  
EXERCISE 18. "Blew and Have Blown"; "Began and Have Begun"; "Threw and Have Thrown."  
EXERCISE 19. "Swam and Have Swum"; "Froze and Has Frozen"; "Drove and Have Driven."  
EXERCISE 20. "Rode and Has Ridden"; "Drank and Has Drunk"; "Sprang and Has Sprung."



- EXERCISE 21. Lie (meaning to rest).
- EXERCISE 22. Lay (meaning to place).
- EXERCISE 23. Review.
- EXERCISE 24. Comparison of Adjectives and Adverbs.
- EXERCISE 25. Use of Abbreviations.
- EXERCISE 26. Use of Abbreviations (Continued).
- EXERCISE 27. Idiomatic Usage.
- EXERCISE 28. Idiomatic Usage (Continued).

### *Use of Capitals.*

- EXERCISE 29. First Word of a Sentence.
- EXERCISE 30. "I" and "O."
- EXERCISE 31. "Bible," "God," etc.
- EXERCISE 32. Days, Months, and Holidays.
- EXERCISE 33. Direct Quotations.
- EXERCISE 34. Review.
- EXERCISE 35. Proper Names.
- EXERCISE 36. Words Formed from Proper Names.
- EXERCISE 37. Class Names.
- EXERCISE 38. Class Names (Continued).
- EXERCISE 39. Names of Directions, etc.
- EXERCISE 40. Societies; Titles of Books; etc.
- EXERCISE 41. Review.

### *Punctuation.*

- EXERCISE 42. The Period (.); the Question Mark (?); the Exclamation Point (!).
- EXERCISE 43. The Exclamation Point (!).
- EXERCISE 44. The Comma with Words of Address.
- EXERCISE 45. The Comma with Words in a Series.
- EXERCISE 46. Quotation Marks.
- EXERCISE 47. The Comma in Unbroken Quotations.
- EXERCISE 48. The Comma in Broken Quotations.
- EXERCISE 49. The Comma with Questions Following a Statement; and in Addresses and Dates.
- EXERCISE 50. The Apostrophe (Possessive Case).
- EXERCISE 51. The Apostrophe (Omissions).
- EXERCISE 52. Review of Punctuation and Capitalization—Letter Forms.

### *Spelling Rules.*

- EXERCISE 53. Dropping the Silent "E" Before "Ing."
- EXERCISE 54. Dropping the Silent "E" Before "Er" and "Able."
- EXERCISE 55. Forming Plurals of Nouns Ending in "Y."
- EXERCISE 56. Words Ending in "Y."
- EXERCISE 57. Doubling Final Consonants.
- EXERCISE 58. Doubling Final Consonants (Continued).

### *Sentence Structure.*

- EXERCISE 59. Incomplete Sentences.
- EXERCISE 60. Too Many Ideas.
- EXERCISE 61. Too Many Ideas (Continued).
- EXERCISE 62. Different Ideas.
- EXERCISE 63. Ideas of Different Rank.
- EXERCISE 64. Ideas of Different Rank (Continued).
- EXERCISE 65. The Short Sentence.
- EXERCISE 66. Expanding the Subject.
- EXERCISE 67. Expanding the Predicate.
- EXERCISE 68. Securing Variety.
- EXERCISE 69. Securing Variety (Continued).
- EXERCISE 70. Misplaced Modifiers.

### *Forming Paragraphs.*

- EXERCISE 71. Unity.
- EXERCISE 72. Unity (Continued).
- EXERCISE 73. Completeness.

## HOW TO USE THIS BOOK

### *Suggestions to the Teacher*

GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH has been carefully prepared to give an abundance of drill in correct language habits so that the pupil, using this book, will habitually speak and write correct English in his every-day life. To gain the best results it has been found that the pupil should first be assigned an *Exercise* for study at home or during a special study period. This will enable him to familiarize himself thoroughly with the application of the rules. The pupils should then be required to re-write the *Exercises*, filling in the blanks with the correct forms or completing the *Exercises* as prescribed. This makes an excellent lesson for home-work or classroom assignment.

In order that the pupils may get the proper ear-training, Oral Drill is most necessary. Each pupil in turn, therefore, should read from his paper one of the sentences he has completed. At the same time he should give the rule governing his choice. In reviewing the *Exercises* the written work may be omitted, and the sentences used only for Oral Drill. It will readily be perceived from the above that it is most important that each pupil be provided with a book for his individual use.

As each *Exercise* is grouped around a central theme in order to correct a particular error, each pupil should keep a daily record of his mistakes in completing the sentences. Specific weaknesses of individual pupils may be corrected by requiring those children to review carefully the *Exercises* dealing with such errors.

*For the benefit of Teachers, each one of the books in this series of GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH, Books I, II and III, may now be obtained complete with the answers to each exercise. These answers include both the correct word and also the rule for completing each sentence.*



**CORRECT USAGE**

## Drill in Correct Usage—"It is I" instead of "It is me."

With *it is* or *it was*, use one of the following words: I, he, she, we, they.

Example: It is I. Was it we? It was we.

### EXERCISE 1.

Rewrite these sentences, filling the blanks with the correct form.

1. Was that John who called? Yes it was he. (he, him).
2. Is that you, Frank? Yes, it is I. (I, me).
3. I thought Mary knocked, and in fact, it was she. (she, her).
4. We asked the stranger, "Was it I you called?" (I, me).
5. We were right. It was he, he wanted. (I, me).
6. John and William thought it was they he called. (them, they).
7. He was looking at us, so I knew it wasn't they. (they, them).
8. There's Mary. Is it she you mean? (her, she).
9. No, it is not she I mean. It is you. (she, her).
10. Always say, "It was I" when you mean yourself. (me, I).
11. Always say, "It was I" when you mean a girl. (she, her).
12. Say, "It was he" when you mean a boy. (he, him).
13. "Don't be frightened," I called, "it's only I." (me, I).
14. There is Frank. Wasn't it he you wanted? (him, he).
15. Yes, it is he I want. Stop him. (he, him).
16. Was it Anna and Julia who came? No, it wasn't they. (they, them).
17. Well, was it Joe and George? No, it wasn't they either. (they, them).
18. Did you think I did it? Well, it wasn't I. (me, I).
19. Are we the ones to go? No, it isn't we he wants. (us, we).
20. Do you think Mary did it? I know it wasn't she. (her, she).
21. It wasn't us who made the noise. (we, us).
22. Is that you at the door, Jack? Yes, it is I. (me, I).
23. Who is there? It is only I. (I, me).
24. Is that Jack with you? Yes, it is he. (he, him).
25. Was it us you wished to see? (us, we).

## Drill in Correct Usage—"Haven't Any" for "Ain't Got None"; "He Doesn't" for "He Don't"; "Did and Have Done."

Say: I haven't any; he hasn't any; we haven't had any. Haven't

I any; hasn't he any; haven't we had any?

Omit *got* whenever possible.

Say: John doesn't; it doesn't; doesn't he?

Say: I did; is (was, etc.) done; has (have, had) done.

### EXERCISE 2.

Rewrite these sentences, filling the blanks with the correct expressions.

1. I \_\_\_\_\_ pencil. (haven't any, ain't got no).
2. You \_\_\_\_\_ paper. (haven't any, ain't got no).
3. We \_\_\_\_\_ snow this winter. (haven't had no, haven't had any).
4. \_\_\_\_\_ work to do? (Ain't you got no, Haven't you any).
5. \_\_\_\_\_ Mary \_\_\_\_\_ book? (Ain't Mary got no, Hasn't Mary any).
6. No, she \_\_\_\_\_. (hasn't any, ain't got none).
7. Why \_\_\_\_\_ exercise? (haven't you any, ain't you got no).
8. I \_\_\_\_\_ exercise because I lost my paper. (ain't got no, haven't any).
9. I \_\_\_\_\_ know the lesson. (don't, doesn't).
10. Mary \_\_\_\_\_ do so well as she can. (don't, doesn't).
11. Frank and John \_\_\_\_\_ write very well. (doesn't, don't).
12. James \_\_\_\_\_ know the game. (doesn't, don't).
13. \_\_\_\_\_ Mr. Smith live here? (Don't, Doesn't).
14. \_\_\_\_\_ I speak loudly enough? (Don't, Doesn't).
15. \_\_\_\_\_ Joseph and Mary look alike? (Doesn't, Don't).
16. \_\_\_\_\_ every boy like candy? (Doesn't, Don't).
17. Why \_\_\_\_\_ John come any more? (don't, doesn't).
18. Why \_\_\_\_\_ they return his books? (don't, doesn't).
19. I ~~did~~ my exercise last week. (did, done).
20. When ~~do~~ you do yours? (did, done).
21. John has ~~done~~ his at last. (done, did).
22. We ~~did~~ that lesson yesterday. (done, did).
23. You ~~did~~ the wrong lesson, Mary. (did, done).
24. Frank and John ~~did~~ their work well. (done, did).



## Drill in Correct Usage—"Am Not" and "Are Not" for "Ain't."

Say: I'm not; I am not; We're not; We are not; Are we not?

Say: You're not; You are not; Aren't you? Are you not? They're not; They are not; Are they not?

Say: There isn't any; There aren't any; Isn't there any?

*Never say: Ain't.*

### EXERCISE 3.

Rewrite these sentences, filling the blanks with the correct expressions.

1. I am doing well, ——— ? (am I not, ain't I).
2. I ——— doing so well as I did. (ain't, am not).
3. We ——— getting ahead very fast. (are not, ain't).
4. Why ——— going faster? (are we not, ain't we).
5. ——— doing better each day? (Ain't I, Am I not).
6. I am going home at three, ——— ? (ain't I, am I not).
7. Why ——— going home at three? (am I not, ain't I).
8. ——— writing well? (Are we not, Ain't we).
9. You are feeling better now, ——— ? (are you not, ain't you).
10. You ——— so old as your brother, are you? (are not, ain't).
11. Why ——— going to the game? (aren't you, ain't you).
12. They ——— going because they are ill. (are not, ain't).
13. Frank and Mary are going, ——— ? (ain't they, aren't they).
14. You are going with me, ——— ? (ain't you, aren't you).
15. You ——— doing so well as you did. (aren't, ain't).
16. Why ——— doing better? (ain't you, aren't you).
17. ——— school on Saturday. (There isn't any, There ain't no).
18. Why ——— school next week? (isn't there any, ain't there no).
19. ——— pencils in the box. (Ain't there no, Aren't there any).
20. No, ——— pencils. (there ain't no, there aren't any).
21. ——— letters for me? (Ain't there no, Aren't there any).
22. Why ——— words on your paper? (aren't there any, ain't there no).
23. ——— cake for me, mother? (Isn't there any, Ain't there no).

## Drill in Correct Usage—"He and I" for "Him and Me"; *Etc.*

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After a verb, like *will take*; say: me, him, her, us, them.

After a preposition, like *to* or *from*, say: me, him, her, us, them.

For the subject, say: I, he, she, we, they.

### EXERCISE 4.

Rewrite these sentences, filling the blanks with the correct expressions.

1. Father will take John and \_\_\_\_\_ to the circus. (I, me).
2. \_\_\_\_\_ and \_\_\_\_\_ are going tomorrow. (He and I, Him and me).
3. Is Frank going? No, father took John and her last week. (he, him).
4. There go Sam and his sister. \_\_\_\_\_ and \_\_\_\_\_ are twins. (he and she, him and her).
5. Shall we take \_\_\_\_\_ and \_\_\_\_\_ with us? (he and she, him and her).
6. Some boys are coming to the house. \_\_\_\_\_ and \_\_\_\_\_ will play together. (They and we, Them and us).
7. After awhile, mother will bring some cake for \_\_\_\_\_ and \_\_\_\_\_. (they and we, them and us).
8. Give the books to John and \_\_\_\_\_. (she, her).
9. \_\_\_\_\_ and John have not received any books. (She, Her).
10. Frank came to visit us. \_\_\_\_\_ and \_\_\_\_\_ are great friends. (He and I, Him and me).
11. Frank has an older brother. I sent invitations to Frank and \_\_\_\_\_. (he, him).
12. Mary is my classmate. \_\_\_\_\_ and \_\_\_\_\_ are good friends. (She and I, Her and me).
13. Mother gave a party to \_\_\_\_\_ and \_\_\_\_\_ last week. (she and I; her and me).
14. Will your brother come with George and \_\_\_\_\_ to the store? (I, me).
15. Between you and \_\_\_\_\_, I don't think so. (I, me).
16. This is a secret between you and \_\_\_\_\_. (he, him).
17. Give John and \_\_\_\_\_ your letter and we will post it. (I, me).

## Drill in Correct Usage—"It's and Its"; "Those for Them"; "Different From" for "Different Than."

*It's* means it is. *Its* shows possession.

Say: Those books, *not* them books.

Say: It is different from that one; *not* It is different than that one.

### EXERCISE 5.

Rewrite these sentences, filling the blanks with the correct expressions.

1. It's a long distance from home to school. (It's, Its).
2. Its time my dog had its lunch. (It's, Its).
3. Isn't its lunch ready? (its, it's).
4. I am sure that \_\_\_\_\_ going to rain. (its, it's).
5. The bird seems to love \_\_\_\_\_ young. (it's, its).
6. I think \_\_\_\_\_ a very exciting game. (it's, its).
7. The tree spread \_\_\_\_\_ branches over the road. (its, it's).
8. \_\_\_\_\_ an exciting story, isn't it? (It's, Its).
9. This book has lost \_\_\_\_\_ cover. (its, it's).
10. \_\_\_\_\_ queer how often I misuse these words. (Its, It's).
11. Give me \_\_\_\_\_ books, they are mine. (them, those).
12. \_\_\_\_\_ boys want to play with our team. (Them, Those).
13. I ate \_\_\_\_\_ apples you gave me. (those, them).
14. Have \_\_\_\_\_ fellows gone home yet? (those, them).
15. How do you know \_\_\_\_\_ papers are yours? (them, those).
16. \_\_\_\_\_ apples are too green to eat. (Those, Them).
17. If you eat all \_\_\_\_\_ apples, you will be sick. (them, those).
18. I didn't have time to do all \_\_\_\_\_ examples. (those, them).
19. There are Frank and Tom; shall I call \_\_\_\_\_ ? (them, those).
20. Can you learn all \_\_\_\_\_ dates in history? (those, them).
21. This animal is quite different \_\_\_\_\_ that one. (from, than).
22. It is different \_\_\_\_\_ what I expected. (from, than).
23. These flowers are different \_\_\_\_\_ those. (than, from).
24. Don't you think that this color is different \_\_\_\_\_ that one? (than, from).
25. This book is different \_\_\_\_\_ that one. (from, than).
26. Why is your pin different \_\_\_\_\_ his? (than, from).



## Review of Correct Usages.

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### EXERCISE 6.

Rewrite these sentences, filling the blanks with the correct expressions.

1. There is John. Wasn't it —— you wanted? (him, he).
2. Was it Julia who just came in? No, it wasn't —— (she, her).
3. John is at the door. Is it —— you wish to see? (he, him).
4. The girl asked, "Was it —— you wanted?" (I, me).
5. John's father said, "Don't be frightened. It's only ——." (I, me).
6. He —— study his lessons. (doesn't, don't).
7. John and James —— write very well. (doesn't, don't).
8. Clara —— do so well as she can. (doesn't, don't).
9. —— Mr. Brown live here? (Doesn't, Don't).
10. —— every girl like candy? (Doesn't, Don't).
11. Father took John and —— to the circus. (I, me).
12. Give the books to George and —— (she, her).
13. —— and her sister have not received any books. (She, Her).
14. —— and —— are good friends. (She and I, Her and me).
15. This is a secret between you and —— (I, me).
16. —— time to go to school. (Its, It's).
17. The dog is hungry. Is —— lunch ready? (its, it's).
18. —— strange that he hasn't come yet. (Its, It's).
19. The dog wagged —— tail. (its, it's).
20. The cat is feeding —— kittens. (its, it's).
21. —— boys can't play on our team. (Them, Those).
22. I gave —— books to you. (them, those).
23. Have —— girls arrived yet? (them, those).
24. I have eaten —— candies you gave me. (them, those).
25. I did all —— examples correctly. (them, those).
26. There isn't —— paper in my desk. (any, no).
27. We haven't —— fresh bread to-day. (any, no).
28. You haven't —— teams in your school. (any, no).
29. He didn't have —— bathing suit. (any, no).
30. That poor girl hasn't —— mother. (any, no).

## Drill in Correct Usage—"To; Too; and Two."

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Say: to me; to you; to him; to school; etc.

Say: too soon; too early; etc. May I go, too? (meaning also).

Say: two boys; two girls; etc. (*two* is a number).

### EXERCISE 7.

Rewrite these sentences, filling the blanks with the correct form: to, too, or two.

1. At \_\_\_\_\_ o'clock, I want \_\_\_\_\_ go down town.
2. There are \_\_\_\_\_ many questions.
3. \_\_\_\_\_ days more are all that I have in which \_\_\_\_\_ study.
4. That is \_\_\_\_\_ short a time in which \_\_\_\_\_ review the work.
5. Here are \_\_\_\_\_ children who would like \_\_\_\_\_ go.
6. \_\_\_\_\_ glasses of milk are \_\_\_\_\_ much \_\_\_\_\_ give him.
7. I want to be at school by \_\_\_\_\_ minutes \_\_\_\_\_ nine.
8. I want \_\_\_\_\_ be there \_\_\_\_\_.
9. I arrived \_\_\_\_\_ late \_\_\_\_\_ see him.
10. I arrived at \_\_\_\_\_ o'clock, but it was \_\_\_\_\_ late.
11. Are you going \_\_\_\_\_ the store? May I go \_\_\_\_\_?
12. The score is five \_\_\_\_\_ in our favor.
13. Our team won the game last night \_\_\_\_\_.
14. He went \_\_\_\_\_ town.
15. He wanted \_\_\_\_\_ much for the sweater.
16. We were \_\_\_\_\_ days \_\_\_\_\_ late.
17. He, \_\_\_\_\_, went to the store.
18. He paid \_\_\_\_\_ much for his whistle.
19. He thought \_\_\_\_\_ miles was \_\_\_\_\_ far \_\_\_\_\_ walk.
20. I thought so \_\_\_\_\_.
21. He gave me \_\_\_\_\_ dollars \_\_\_\_\_ much. I gave it back \_\_\_\_\_ him.
22. That was \_\_\_\_\_ far \_\_\_\_\_ go in \_\_\_\_\_ days.
23. You gave me \_\_\_\_\_ dollars \_\_\_\_\_ much.
24. John went \_\_\_\_\_ Boston, \_\_\_\_\_.
25. \_\_\_\_\_ men were \_\_\_\_\_ few \_\_\_\_\_ do the work.

## Drill in Correct Usage—"Shall and Will"; "May and Can."

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In asking a question, say: Shall I? Shall we? Shall we not?

In asking permission, say: May I, he, she, we, you, they?

*Can* means *able to do*.

### EXERCISE 8.

Rewrite these sentences, filling the blanks with the correct form.

1. Mother, —— I go out to swim? (may, can).
2. —— William go with me? (May, Can).
3. We shall have snow soon, —— we not? (shall, will).
4. —— I collect the papers for you? (Will, Shall).
5. —— we have our examinations to-day? (Will, Shall).
6. —— Mary come over to my house? (Can, May).
7. —— I be promoted, I wonder? (Shall, Will).
8. I shall be on time, —— I not? (will, shall).
9. —— Frank and John stay to dinner? (May, Can).
10. Frank, —— I go with you? (may, can).
11. Father, —— I get your slippers? (shall, will).
12. I —— go with you, mother. (shall, will).
13. We shall all go together, —— we not? (shall, will).
14. Mrs. Brown, —— Mary go with us? (may, can).
15. Mary —— go with us, —— she not? (may, can).
16. —— we go by train or by auto? (Shall, Will).
17. I —— be promoted next week, —— I not? (shall, will).
18. —— I have a birthday party? (May, Can).
19. —— the boys and girls of our class come, too? (May, Can).
20. —— I be allowed to stay up late? (Shall, Will).
21. Frank, ask your mother if you —— come to my house. (may, can).
22. That example is easy. I —— do it. (may, can).
23. —— you climb a rope, using only your hands? (May, Can).
24. I know that you —— do it, if you try. (may, can).
25. —— you go with me, do you think? (May, Can).
26. Do you know any boy who —— not play marbles? (may, can).

## Drill in Correct Usage—"Have Come" for "Have Came"; and "Have Gone" for "Have Went."

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Say: I (he, etc.) came; has (have, had) come.

Say: I (you, we, etc.) went; has (have, had) gone; is (was, etc.) gone.

### EXERCISE 9.

Rewrite these sentences, filling the blanks with the correct form.

1. I \_\_\_\_\_ late to school this morning. (come, came).
2. I \_\_\_\_\_ as fast as I could. (come, came).
3. The other children \_\_\_\_\_ early. (come, came).
4. I \_\_\_\_\_ home last night from the country. (came, come).
5. This boy \_\_\_\_\_ from a far-off country. (came, come).
6. He \_\_\_\_\_ here to-day to tell you about his native land. (come, came).
7. He has \_\_\_\_\_ to the United States to live. (come, came).
8. A strange woman \_\_\_\_\_ to the house yesterday. (came, come).
9. She \_\_\_\_\_ right up to the door and knocked. (come, came).
10. I am glad that she has not \_\_\_\_\_ back. (came, come).
11. She probably \_\_\_\_\_ to ask you for money. (come, came).
12. John \_\_\_\_\_ back to school yesterday. (came, come).
13. He has not \_\_\_\_\_ for a long time, because of sickness. (come, came).
14. Has he \_\_\_\_\_ to school to-day? (come, came).
15. He has \_\_\_\_\_ to return his books. (came, come).
16. Mary said they must have \_\_\_\_\_ an hour ago. (gone, went).
17. I believe they must have \_\_\_\_\_ to the theatre. (gone, went).
18. John has already \_\_\_\_\_ to the railroad station. (went, gone).
19. I thought that he had \_\_\_\_\_ on the early train. (gone, went).
20. Mary has \_\_\_\_\_ home with her mother. (gone, went).
21. They have \_\_\_\_\_ to school. (went, gone).
22. Do you think that she has \_\_\_\_\_ skating? (gone, went).
23. I think that she has \_\_\_\_\_ to the library for a book. (gone, went).
24. I thought that he had \_\_\_\_\_ away for a week. (went, gone).
25. Last week I \_\_\_\_\_ to the circus with my uncle. (went, goed).



## Drill in Correct Usage — “Did” for “Done”; “Burst” for “Bust.”

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Say: I (we, he, they) did; has (have, had) done.

Say: It burst; has (have, had) burst.

Never say: *It busted; or it bust.*

### EXERCISE 10.

Rewrite these sentences, filling the blanks with the correct form.

1. I ——— all the problems in an hour. (did, done).
2. I have ——— them correctly, too. (did, done).
3. Has he ——— the work as I told him? (done, did).
4. He ——— it an hour ago. (did, done).
5. She has ——— the baking in that old stove. (done, did).
6. They ——— more than their share last night. (did, done).
7. I don't see how they ——— so much. (done, did).
8. He ——— the work all by himself. (done, did).
9. Have you ——— any fishing this year? (did, done).
10. I ——— a little fishing last summer. (done, did).
11. I ——— not hear you ask the question. (do, did).
12. I hope you ——— all your lessons. (did, done).
13. Yes, I have ——— them all. (done, did).
14. She ——— the work last Monday. (done, did).
15. I should have ——— these exercises yesterday. (did, done).
16. Has he ever ——— anything like this before? (did, done).
17. He ——— something like it a year ago. (done, did).
18. He ——— the very thing I told him not to do. (done, did).
19. Have you ever ——— anything for which you were sorry?  
(did, done).
20. You have ——— well. You ——— well yesterday, too.  
(done, did).
21. When I shook the soda, the bottle ———. (burst, busted).
22. The water pipes ——— last night. (bust, burst).
23. After they had ———, the water flooded the room. (burst,  
busted).
24. Have your water pipes ever ———? (burst, busted).
25. When the water pipes ——— we sent for a plumber, (bust,  
burst).
26. The rose ——— into bloom over night. (bust, burst).

## Review of Correct Usages.

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### EXERCISE 11.

In the following sentences, fill the blanks with the correct form.

1. He went to work at —— o'clock. (two, too, to).
2. I must ask you —— speak more clearly. (to, too, two).
3. I —— will be there. (too, to, two).
4. There are —— many books in this desk. (two, to, too).
5. The score was seven —— ———. (too, to, two).
6. —— I leave the room for a moment? (May, Can).
7. —— he jump seven feet? (May, Can).
8. —— you run a mile in five minutes? (Can, May).
9. —— she go with me to the park? (Can, May).
10. —— she be excused? (May, Can).
11. He —— to school late this morning. (came, come).
12. They have —— to see you. (come, came).
13. He —— home very late to-day. (came, come).
14. We were glad that they didn't —— back. (came, come).
15. She —— to New York three years ago. (come, came).
16. They —— an hour ago. (went, goed).
17. I think that they must have —— to the park. (went, gone).
18. He —— to school at eight o'clock. (goed, went).
19. They —— to the pond to skate. (went, goed).
20. Have you ever —— to Boston? (went, gone).
21. They —— their duty. (did, done).
22. He has —— his work very well. (done, did).
23. They —— their full share of the work. (did, done).
24. She —— her examples perfectly. (done, did).
25. They —— their spelling after school. (did, done).
26. The water froze in the pipes, and they —— . (burst, busted).
27. He blew up the bag until it —— . (bust, burst).
28. When the tire —— , we had to stop to repair it. (busted, burst).
29. The toy balloon rose in the air, but soon —— . (busted, burst).
30. She —— into tears when she heard the sad news. (burst, busted).

## Drill in Correct Usage—"Saw" for "Seen"; "Hurt" for "Hurled."

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Say: I (you, they, etc.) saw; is (was, etc.) seen; has (have, had) seen.

Say: I (they, etc.) hurt; is (am, were, etc.) hurt; has (have had) hurt.

*Never say: It hurted.*

### EXERCISE 12.

Rewrite these sentences, using the correct expression.

1. I —— you wearing your new dress yesterday. (seen, saw).
2. He —— the strange man yesterday. (saw, seen).
3. She has —— that picture many times. (seen, saw).
4. I do not think that they have —— it. (saw, seen).
5. He —— the child struck by the wagon. (saw, seen).
6. This man has not —— the new automobile. (saw, seen).
7. I never —— such a beautiful thing before. (seen, saw).
8. Have you —— him anywhere? (seen, saw).
9. Yes, I —— him in the office. (saw, seen).
10. He did it. I —— him when he did it. (seen, saw).
11. He —— Mr. Jones a week ago. (saw, seen).
12. We have —— the new book already. (seen, saw).
13. I —— a beautiful view before me. (saw, seen).
14. I —— something about it in the paper, last night. (saw, seen).
15. I —— it, too. Have you —— it, John? (seen, saw).
16. I —— you last Wednesday at the party. (seen, saw).
17. I know that I have —— you somewhere. (saw, seen).
18. No, I don't believe that you ever —— me before. (saw, seen).
19. I —— your sister, but I have not —— your brother. (saw, seen).
20. Have you —— to-day's paper? (seen, saw).
21. When I fell, I —— myself. (hurt, hurted).
22. After I had —— myself, I cried. (hurt, hurted).
23. Did John —— himself while playing ball? (hurted, hurt).
24. No, he —— himself while skating. (hurt, hurted).
25. He has —— himself every time he has gone skating (hurted, hurt).

## Drill in Correct Usage—"Took and Have Taken"; "Gave and Have Given."

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Say: I (you, etc.) took; is (were, etc.) taken; has (had, have) taken.

Say: I (he, etc.) gave; is (was, etc.) given; has (have, had) given.

### EXERCISE 13.

Rewrite these sentences, using the correct expression.

1. Tom —— his report card home to be signed. (took, taked).
2. Report cards were —— by all the pupils. (took, taken).
3. The report cards are —— home every month. (taken, took).
4. After they have been —— home, they are returned. (took, taken).
5. Frank —— his dog to the pond with him. (took, taked).
6. After he had —— the dog home, he studied his lessons. (took, taken).
7. Have you —— your book back to the library? (taken, took).
8. We were —— on a picnic. (took, taken).
9. We —— our lunch with us. (taked, took).
10. The boys —— their dog with them. (took, taked).
11. Mary —— some of her lunch to Julia. (gave, give).
12. She —— it because she had too much for herself. (give, gave).
13. After she had —— it away, she felt hungry. (given, gave).
14. She then wished that she had not —— it away. (gave, given).
15. A prize is —— away in every package. (given, gave).
16. I am sorry that you have —— him that book. (given, gave).
17. Has the teacher —— you your report cards? (gave, given).
18. Who has —— the correct answer? (gave, given).
19. We —— the transfer to the conductor. (gived, gave).
20. Tickets for the play were —— to every one. (given, gave).



**Drill in Correct Usage—"Fell and Has Fallen";  
"Try To" for "Try And"; "Have Worn" for  
"Have Wore."**

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Say: I fell; is (are, were, etc.) fallen; has (have, had) fallen.

Say: Try to do it; not try and do it.

Say: you wore; is (am, etc.) worn; has (have, had) worn.

**EXERCISE 14.**

Rewrite these sentences, filling the blanks with the correct form.

1. Yesterday I \_\_\_\_\_ on the ice. (fell, falled).
2. After I had \_\_\_\_\_ I couldn't get up. (fallen, fell).
3. John has \_\_\_\_\_ twice to-day. (fell, fallen).
4. Have you ever \_\_\_\_\_ on the ice? (fallen, fell).
5. The leaves have all \_\_\_\_\_ from the trees. (fell, fallen).
6. A heavy snow had \_\_\_\_\_ during the night. (fallen, fell).
7. Some snow has \_\_\_\_\_ every day this week. (fell, fallen).
8. The books \_\_\_\_\_ from my hand. (fell, falled).
9. Have you \_\_\_\_\_ down again? (fallen, fell).
10. No, I have not \_\_\_\_\_ to-day. (fell, fallen).
11. Please try \_\_\_\_\_ do this for me. (and, to).
12. Why don't you try \_\_\_\_\_ do it yourself? (and, to).
13. I am going to try \_\_\_\_\_ find my book now. (to, and).
14. It is too late to try \_\_\_\_\_ find it now. (to, and).
15. He asked me to try \_\_\_\_\_ come over. (and, to).
16. Will you please try \_\_\_\_\_ help me now? (to, and).
17. I cannot try \_\_\_\_\_ help you now. (and, to).
18. "Try \_\_\_\_\_ do it," he said. (to, and).
19. I wish he would try \_\_\_\_\_ help me now. (and, to).
20. Will you try \_\_\_\_\_ do the exercise now? (to, and).
21. Tom \_\_\_\_\_ his hat in the house. (wore, weared).
22. My book is \_\_\_\_\_ out. (wore, worn).
23. Those books are half \_\_\_\_\_ cut already. (wore, worn).
24. Have you \_\_\_\_\_ your new suit to school? (worn, wore).
25. I \_\_\_\_\_ my new sweater skating. (wore, weared).
26. After it was \_\_\_\_\_ out, I gave it away. (wore, worn).
27. If I had \_\_\_\_\_ it any longer, it would have come apart.  
(wore, worn).
28. John's shoes are \_\_\_\_\_ down at the heels. (worn, wore).
29. He has \_\_\_\_\_ his old suit to play ball. (wore, worn).

## Drill in Correct Usage—"Broke and Have Broken"; "Tore and Have Torn"; "Stole and Have Stolen."

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Say: I broke; is (was, etc.) broken; has (have, had) broken.

Say: You tore; is (are, etc.) torn; has (have, had) torn.

Say: They stole; is (were, etc.) stolen; has (have, had) stolen.

### EXERCISE 15.

Rewrite these sentences, filling the blanks with the correct form.

1. Did I —— my pencil when I dropped it? (break, broke).
2. Did my pencil —— when it fell? (break, bust).
3. I think it must have been —— before you dropped it.  
(broken, broke).
4. I am afraid you have —— it again. (broke, broken).
5. Frank —— his pencil yesterday. (broke, busted).
6. Has he —— it again? (broken, broke).
7. How many times have you —— yours? (broke, broken).
8. I haven't —— mine at all. (broken, broke).
9. I hope you will not —— this new pencil? (break, bust).
10. Had you —— yours before you dropped it? (broke,  
broken).
11. Oh, did I —— my coat again? (tear, tore).
12. I —— it yesterday, too. (tore, torn).
13. It was —— when you came to school. (tore, torn).
14. You have —— it in two places. (torn, tore).
15. Mother mended it after I had —— it. (torn, tore).
16. She said, "Has that boy —— his coat again?" (tore, torn).
17. Did I —— it badly this time? (tear, tore).
18. Is it —— too badly for me to wear it? (torn, tore).
19. Have you —— your dress, Mary? (tore, torn).
20. No, it was —— when I put it on. (torn, tore).
21. I saw the boy —— the money. (steal, stole).
22. He —— it yesterday. (stole, stole).
23. Why has he —— the money? (stole, stolen).
24. He has been arrested for —— it. (stealing, stoling).
25. The things were —— last night. (stole, stolen).
26. What was ——? (stolen, stole).

## Drill in Correct Usage—"Bring and Have Brought"; "Ran and Have Run": "Drew and Have Drawn."

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Say: I brought; is (was, etc.) brought; has (have, had) brought.

Say: I ran; is (are, etc.) run; has (have, had) run.

Say: I drew; is (were, etc.) drawn; has (have, had) drawn.

### EXERCISE 16.

Rewrite these sentences, filling the blanks with the correct form.

1. I —— my lunch to school to-day. (brang, brought).
2. I —— mine, too. (brought, brung).
3. Have you —— your books with you. (brung, brought).
4. I —— them, yesterday. (brought, brung).
5. Did you see what he has ——? (brung, brought).
6. No, what has he ——? (brang, brought).
7. He —— a little white dog with him. (brought, brung).
8. He should not have —— it to school. (brung, brought).
9. Yesterday, I —— my report card home. (brought, brang).
10. Have you —— it back to-day? (brung, brought).
11. John —— into me and hurt me. (ran, run).
12. Did he —— into you purposely? (run, ran).
13. The race was —— in the rain. (run, ran).
14. Are the trains —— regularly on this line? (ran, run).
15. John has —— to tell his mother about it. (run, ran).
16. After he had —— home, he found his mother was not there.  
(run, ran).
17. Have you ever —— a foot race? (run, ran).
18. He has won every race he has —— . (ran, run).
19. After William had —— the race, he fainted. (run, ran).
20. I have —— across some queer people. (run, ran).
21. Mary —— a picture on the blackboard. (drew, drawn).
22. Did she —— your picture? (draw, drew).
23. Is that the picture that was ——? (drawn, drawn).
24. Who has —— the prize? (drawed, drawn).
25. What was —— during the last season? (drawn, drawn).
26. We —— a box during the last lesson. (drawed, drew).
27. Could any one tell what you had ——? (drawn, drawn).
28. You could not have —— it very well. (drew, drawn).
29. The engines —— near the fire. (drew, drawn).
30. We were —— over the snow on our sleds. (drew, drawn).

## Drill in Correct Usage—"Wrote and Have Written"; "Rang and Have Rung"; "Sing and Have Sung."

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Say: We wrote; is (are, etc.) written; has (have, had) written.

Say: You rang; is (were, etc.) rung; has (have, had) rung.

Say: He sang; is (was, etc.) sung; has (have, had) sung.

### EXERCISE 17.

Rewrite these sentences, filling the blanks with the correct form.

1. This letter is \_\_\_\_\_ on good paper. (written, wrote).
2. The Declaration of Independence was \_\_\_\_\_ in 1776. (wrote, written).
3. John has \_\_\_\_\_ to ask us to come. (written, wrote).
4. After he had \_\_\_\_\_, I received your letter. (written, wrote).
5. Why haven't you \_\_\_\_\_ to your friend? (wrote, written).
6. Was this note \_\_\_\_\_ by your mother? (written, wrote).
7. Has John \_\_\_\_\_ his exercises, yet? (written, wrote).
8. The boys have \_\_\_\_\_ to ask for a game. (wrote, written).
9. I have \_\_\_\_\_ to say that I am sorry. (wrote, written).
10. Who has \_\_\_\_\_ his exercise correctly? (written, wrote).
11. John \_\_\_\_\_ the bell but there was no answer. (rang, ringed).
12. Our bells are rung by one of the pupils. (rung, rang).
13. Yesterday he \_\_\_\_\_ them all too soon. (rung, rang).
14. After he had \_\_\_\_\_ them he came back to the room. (rang, rung).
15. We asked, "Why have you \_\_\_\_\_ the bells so early?" (rang, rung).
16. The postman \_\_\_\_\_ our bell this morning. (ringed, rang).
17. I wondered who had \_\_\_\_\_ the bell. (rang, rung).
18. I went to the letter box after he had \_\_\_\_\_. (rung, ringed).
19. He \_\_\_\_\_ the bell yesterday morning, too. (ringed, rang).
20. The telephone \_\_\_\_\_ as I was leaving home. (rung, rang).
21. We \_\_\_\_\_ our songs in the assembly. (sang, sung).
22. After the songs were \_\_\_\_\_, we had recitations. (sung, sang).
23. The "Star Spangled Banner" is \_\_\_\_\_ every morning. (sung, sang).



## Drill in Correct Usage—"Blew and Have Blown"; "Began and Have Begun"; "Threw and Have Thrown."

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Say: The wind blew; is (are, etc.) blown; has (have, had) blown.

Say: It began; is (was, etc.) begun; has (have, had) begun.

Say: I threw; is (were, etc.) thrown; has (have, had) thrown.

### EXERCISE 18.

Rewrite these sentences, filling the blanks with the correct form.

1. I \_\_\_\_\_ on my hands to warm them. (blew, blowed).
2. The leaves are \_\_\_\_\_ around by the wind. (blown, blowed).
3. Our papers were \_\_\_\_\_ off the desks. (blowed, blown).
4. Have you ever \_\_\_\_\_ out a candle while blindfolded? (blew, blown).
5. After you have blown out a match, be careful where you throw it. (blown, blowed).
6. The wind blew our boat on the rocks. (blew, blowed).
7. The whistle was blown at one o'clock. (blew, blown).
8. After the teacher had blown it, we came upstairs. (blown, blew).
9. Dirt \_\_\_\_\_ into our eyes so that we could not see. (blew, blowed).
10. The flame of the gas stove was \_\_\_\_\_ out. (blown, blew).
11. It \_\_\_\_\_ to rain as I left the house. (began, begun).
12. The game was \_\_\_\_\_ at four o'clock. (begun, began).
13. After it had \_\_\_\_\_, the rain \_\_\_\_\_ to fall. (began, begun).
14. Have you \_\_\_\_\_ to practice for the play? (begun, began).
15. We had \_\_\_\_\_ long before you came. (began, begun).
16. Who \_\_\_\_\_ this quarrel? (begun, began).
17. Which of you two boys \_\_\_\_\_ this? (began, begun).
18. If it was \_\_\_\_\_, why wasn't it finished? (began, begun).
19. Have they \_\_\_\_\_ to do their work? (began, began).
20. The Civil War was \_\_\_\_\_ in 1861. (began, begun).
21. The umpire \_\_\_\_\_ out the ball, and said, "Play!" (threw, throwed).
22. After the ball was \_\_\_\_\_ out, the game started. (threw, thrown).
23. The pitcher \_\_\_\_\_ the first ball wild. (threw, throwed).
24. After he had \_\_\_\_\_ it, he slipped and fell. (thrown, threw).

## Drill in Correct Usage—"Swam and Have Swum"; "Froze and Has Frozen"; "Drove and Have Driven."

Say: We swam; is (was, etc.) swum; has (have, had) swum.

Say: It froze; is (were, etc.) frozen; has (have, had) frozen.

Say: You drove; is (was, etc.) driven; has (have, had) driven.

### EXERCISE 19.

Rewrite these sentences, filling the blanks with the correct form.

1. John swam a long distance. (swum, swam).
2. It was the farthest he had ever swam. (swam, swum).
3. The race was swam in the pool. (swum, swam).
4. We swam out to the float. (swum, swam).
5. After we had swam to the float, we rested. (swam, swum).
6. The races were swum in our school pool. (swum, swam).
7. Have you ever swam during the winter time? (swam, swum).
8. Had you ever swam that distance before? (swum, swam).
9. You swam better yesterday than you did last year. (swum, swam).
10. Have you ——— this distance under water? (swam, swum).
11. We went skating when the pond froze. (froze, freezed).
12. Please give us some heat; we are almost ———. (frozen, froze).
13. The water in the lake was froze in the morning. (froze, frozen).
14. The water in the automobile ———. (froze, frozen).
15. After the water in the pipe had ———, the pipe burst. (froze, frozen).
16. Has the water in the pipe ———? (frozen, froze).
17. If it is ———, send for some one to repair it. (frozen, froze).
18. It was so cold, we almost ———. (froze, freezed).
19. Rub snow on your ears, if they are ———. (freezed, frozen).
20. May we go skating if the pond is ———? (frozen, froze).
21. The grocer ——— his horse too fast. (drove, driven).
22. The rain was ——— in through the windows. (driven, drove).
23. After father had ——— only a short distance, we stopped. (driven, drove).

## Drill in Correct Usage—"Rode and Has Ridden"; "Drank and Has Drunk"; "Sprang and Has Sprung."

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Say: I rode; is (were, etc.) ridden; has (have, had) ridden.

Say: He drank; is (was, etc.) drunk; has (have, had) drunk.

Say: It sprang; is (was, etc.) sprung; has (have, had) sprung.

### EXERCISE 20.

Rewrite these sentences, filling the blanks with the correct form.

1. We ——— all day through the rain. (rode, ridden).
2. This man ——— the black horse in the race. (ridden, rode).
3. He has ——— in every race. (ridden, rode).
4. He has ——— away with my book. (rode, ridden).
5. The horse was ——— too much. (ridden, rode).
6. I have ——— horses all my life. (rode, ridden).
7. Have you ever ——— a pony? (ridden, rode).
8. We ——— a long way in the car. (rode, ridden).
9. After we had ——— all day, we slept well. (rode, ridden).
10. Have you ——— far to-day? (ridden, rode).
11. I ——— milk for my lunch, yesterday. (drank, drunk).
12. The children have all ——— their milk. (drunk, drank).
13. John has never ——— tea or coffee. (drunk, drank).
14. The dog ——— every drop of the water. (drank, drunk).
15. Milk is ——— by those who wish to keep well. (drunk, drank).
16. Have you ever ~~drank~~ cocoa? (drank, drunk).
17. When I was thirsty, I ——— a glass of water. (drank, drunk).
18. I wanted some milk, but some one had ——— it. (drank, drunk).
19. After I had ——— the water, I went out again. (drank, drunk).
20. You ——— your soda too fast. (drunk, drank).
21. John hid, and ——— out at me. (sprang, sprung).
22. When he ——— at me, I jumped away. (sprung, sprang).
23. Has any one ever ——— at you in the dark? (sprung, sprang).
24. The mouse trap was ———, but the mouse had escaped. (sprang, sprung).

## Drill in Correct Usage—Lie (*meaning to rest*).

When you mean *to rest*, use one of these words: lie, lies, lay, lying, lain.

Say: I *lie*; he *lies*; etc., when you refer to what is now going on, or to what you are in the habit of doing; as,

When I am tired I lie down; or The snow lies on the ground.

Say: I *lay*; he *lay*; we *lay*; etc., when you refer to what took place at an earlier time; as,

The book lay here on the table, yesterday.

### EXERCISE 21.

Rewrite these sentences, filling the blanks with the correct form.

1. When I am tired, I ——— down to rest. (lie, lay).
2. Never ——— with the sun in your eyes. (lay, lie).
3. The baby ——— in its carriage, fast asleep. (lays, lies).
4. The books are ——— on the table before you. (lying, laying).
5. Little children should ——— down for a nap every day. (lay, lie).
6. Mary ——— in her crib, wide awake. (lies, lays).
7. Papers ——— all over the floor. (lay, laid).
8. Never allow papers to ——— on the floor. (lay, lie).
9. She ——— down to take a nap every afternoon. (lies, lays).
10. John ——— in the shade all day and reads. (lies, lays).
11. I ——— down for a nap yesterday. (lay, lie).
12. The snow ——— where it has fallen. (lies, lays).
13. My book ——— out in the rain yesterday. (lay, laid).
14. The papers ——— on the desk all night. (lay, laid).
15. Had you ——— down before I rang? (lain, laid).
16. You ——— there uncovered and caught cold. (laid, lay).
17. He ——— on the beach until he was sunburned. (lay, laid).
18. We ——— in the shade and told stories. (laid, lay).
19. John and Frank ——— in the hay and fell asleep. (lay, laid).
20. The coat ——— on the floor until I found it. (laid, lay).
21. The snow ——— in the fields all winter. (lay, laid).
22. Last Saturday, I ——— in bed until noon. (laid, lay).
23. When I was ill, I ——— in bed three days. (lay, laid).
24. The carpet ——— on the floor until it was worn out. (lay, laid).
25. The leaves ——— on the ground until the wind swept them away. (lie, lay).



## Drill in Correct Usage—Lay (*meaning to place*).

When you mean to place in position, or to cause to lie down, use one of these words: lay, laid, laying laid.

Say: I *lay*; he *lays*; etc., when you refer to what is now going on, or to what you are in the habit of doing; as,

I lay my book on the table; or I lay my hat there every time I enter the house.

Say: I *laid*; he *laid*; etc., when you refer to what took place at an earlier time; as,

The man laid his coat here, yesterday.

Be careful not to confuse "I lay down yesterday (meaning I rested)" with "I lay the book here (meaning I place the book here)."

### EXERCISE 22.

Rewrite these sentences, filling the blanks with the correct form.

1. He *laid* the book on the shelf. (lay, laid).
2. The man *laid* his hat on the chair. (laid, lay).
3. Let it ——— where I ——— it. (lie, lay, laid).
4. The eggs were ——— in the basket. (laying, lying).
5. You cannot ——— in bed any longer. (lie, lay).
6. The coat had been ——— away for the summer. (laid, lain).
7. The boys ——— their books on the table. (lay, laid).
8. Where does the difficulty ———? (lie, lay).
9. I have often ——— in that little bed. (laid, lain).
10. The man found the child ——— in the street. (laying, lying).
11. She has ——— down to rest. (laid, lain).
12. John was tired and ——— down. (lay, laid).
13. He had not ——— there very long when Tom entered. (laid, lain).
14. "Why are you ——— there?" said Tom. (laying, lying).
15. "I ——— down because I was tired," replied John. (lay, laid).
16. Tom ——— his coat down on the chair. (lay, laid).
17. There it ———, dripping from the rain. (lay, laid).
18. "Do you want to ——— down, too?" asked John. (lie, lay).
19. "No, thanks," said Tom. "I have ——— down enough." (laid, lain).
20. Mrs. Smith ——— down the newspaper. (lay, laid).
21. She ——— it down on a dish of butter. (laid, lay).

## Review of Correct Usages.

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### EXERCISE 23.

Rewrite these sentences, filling the blanks with the correct form.

1. I —— him coming toward me. (saw, seen).
2. I never —— him before that night. (seen, saw).
3. He has —— me many times. (saw, seen).
4. Have you ever —— such a beautiful picture. (seen, saw).
5. I —— John last Monday. (seen, saw).
6. I —— him doing it. (saw, seen).
7. He has —— my pen from my desk. (took, taken).
8. He —— the boy home with him. (took, taked).
9. Tom has —— his dog with him. (taken, took).
10. They —— their report cards home. (took, taked).
11. The boys have —— their lunch with them. (took, taken).
12. He —— his new hat to school yesterday. (worn, wore).
13. Those shoes are only half —— . (wore, worn).
14. Have you —— your new overcoat yet? (worn, wore).
15. When the book was —— out, I threw it away. (wore, worn).
16. I could not have —— those shoes any longer. (worn, wore).
17. He has —— on the ice. (fell, fallen).
18. Yesterday, John —— down the stairs. (falled, fell).
19. The leaves —— from the trees. (fell, falled).
20. After he had —— he arose again. (fell, fallen).
21. The book has —— from his hand. (fallen, fell).
22. Have you —— without your book again? (come, came).
23. He —— home early to do the work. (come, came).
24. Have you —— for your supper so soon? (come, came).
25. He —— from the store. (come, came).
26. He —— to school late again. (come, came).
27. Have you —— your new toy? (broke, broken).
28. John has —— his fountain pen. (broken, broke).
29. It fell out of his pocket and —— . (broke, breaked).
30. He dropped the cup on the floor and —— it. (broke, broke).
31. He has —— his pencil again. (broke, broken).

## Drill in Comparison of Adjectives and Adverbs.

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1. In comparing one thing with another, say: This is the shorter; the longer; *etc.*

2. In speaking of one of a group of three or more, say: This is the shortest; the longest; *etc.*

3. Say: More neatly; most neatly; more easily; most easily; *etc.*

### EXERCISE 24.

Rewrite these sentences, using the correct form of the word in parenthesis.

1. My pencil is (short) than yours, but mine is the (sharp).
2. Days in winter are (short) than days in summer.
3. Of you two boys, John is the (tall).
4. Mary is the (old) of the two, but Frank is the (tall).
5. I have two pencils; I will give you the (long).
6. No, keep the (long) one for yourself; give me the (short) one.
7. Chicago and New York are both large cities; but New York is the (large) of the two.
8. Which of all these hats is the (pretty)?
9. This apple is the (ripe) of the two.
10. Both boys were noisy but this one was the (noisy).
11. Of all our cities, New York is the (large).
12. Of the three, this is the (hard).
13. This chair is the (easy) of the two.
14. We had ten examples; the second was the (easy).
15. There are two papers; use the (clean) one.
16. The more you practice the more ——— you can do it. (easy).
17. Mary writes ———. She has done her lessons most ———. (neat).
18. Speak ———. I am sure you can speak still more ———. (clear).
19. I thought I worked ———, but you work much more ———. (quick).
20. We could understand every word. You spoke most ———. (distinct).
21. Do you think I spoke ———? Do better, or I shall speak more ———. (sharp).
22. Act ——— in this matter. The more ——— you act, the better it will be. (wise).

## Drill in the Use of Abbreviations.

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Certain abbreviations should be known. As a rule, however, only the following abbreviations are used very much.

It is not necessary to add *s* to an abbreviation to denote more than one; *gal.* is the abbreviation of both gallon and gallons.

### EXERCISE 25.

Use abbreviations for the underlined words.

1. The distance was 40 yards, 1 foot, and 3 inches.
2. I was born on Monday, February 2.
3. Some of the months that have thirty days each are: April, September, and November.
4. January, March, August, October, and December are months that have thirty-one days each.
5. February has usually only twenty-eight days.
6. Two pints make one quart, and four quarts make one gallon.
7. Twelve eggs make a dozen eggs.
8. Mister and Mistress Brown are expected to attend.
9. I live at Twenty-fifth Street and Ninth Avenue, New York City, New York.
10. The High Bridge Post Office is near Public School 11 in the Bronx.
11. How many quarts make a peck? How many pecks make one bushel?
12. In one pound there are sixteen ounces.
13. Abbreviate Manhattan, Brooklyn, and the United States of America.
14. He ran a mile in 10 minutes at the rate of 6 miles an hour.
15. In one square foot there are 144 square inches.
16. The Honorable Frank Brown, Professor Joseph Jones, and Superintendent George Adams were there.



## Drill in the Use of Abbreviations—*Continued.*

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### EXERCISE 26.

Use abbreviations for the underlined expressions.

1. Please send the goods cash on delivery.
2. In one yard there are 3 feet, or 36 inches.
3. In one gallon there are 4 quarts, or 8 pints.
4. These pads cost 25 cents a dozen.
5. The meat was 1 pound, 4 ounces overweight.
6. Mister and Mistress Brown, with Miss Brown, are calling.
7. They live at St. Paul's Place and Washington Avenue, just north of 170th Street.
8. The Washington Heights Post Office and Public School 132 Manhattan are near each other.
9. Write the following headings on your paper: month, day, and year.
10. How many ounces are there in three pounds?
11. R. H. Macy and Company are on the northwest corner of 34th Street and Sixth Avenue.
12. The goods were sent cash on delivery by rural free delivery route 3.
13. They arrived at 10 in the morning on Monday, January 12th, in the year of our Lord 1924.
14. Write the abbreviations: Doctor; Professor; and Superintendent.
15. Use the word "the" with the abbreviations for Honorable and Reverend.
16. The title Honorable is given to men and women in public office.
17. President Joseph Jones, Governor Frank Bradford, Colonel George Black, and Captain James Smith were present.

## Drill in Correcting Idiomatic Usage.

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### EXERCISE 27.

Rewrite these sentences, using the correct form of the words in parenthesis.

#### *Says Like This.*

1. She (says like this, says) she has no time to do it.
2. He (said like this, said), "No!"
3. My teacher (says, says like this) to-morrow will be a holiday.
4. My mother (says, says like this) she will come to-morrow.
5. She (said like this, said) she couldn't come.

#### *He No Likes.*

6. He (no likes, does not like) to do it.
7. He (no wants, does not want) to give me the book.
8. I (no could, could not) find her.
9. I (no heard, did not hear) what you said.
10. She (no wants, does not want) to come to school.

#### *This Here.*

11. (This here, This) sentence is wrong.
12. (This here, This) pencil is mine.
13. (This here, This) man wants to see Miss Jones.
14. (This, This here) paper is not long enough.
15. (This, This here) is not right.

#### *My, Mine or Mines.*

16. It is (mine, my) hat.
17. That is (mine, my) coat.
18. It is (mines, mine).
19. This book is (mines, mine).
20. That is your pencil, and this is (mines, mine).

#### *Was By My Aunt's.*

21. I (was by, was at) my aunt's (house) this morning.
22. I (went by, went to) the doctor's this morning.
23. My mother (was by, came to) the school yesterday.
24. He was (up, at) my house last week.
25. I was (by, at) my uncle's (house) yesterday.

## Drill in Correcting Idiomatic Usage.

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### EXERCISE 28.

Rewrite these sentences, using the correct form of the words in parenthesis.

#### *Adding S or ES to Plural Nouns.*

1. My mother brought me a pair of new (shoeses, shoes).
2. She talked to me on the (stairses, stairs).
3. Two (childrens, children) were there.
4. Put your (feets, feet) down.
5. There were many (sheeps, sheep) in the park.

#### *Had To.*

6. He (had to push, pushed) me.
7. I (looked, had to look) out of the window.
8. My uncle (had to die, died).
9. He (hit, had to hit) me.
10. She (had to take, took) my book.

#### *Made Twelve Years.*

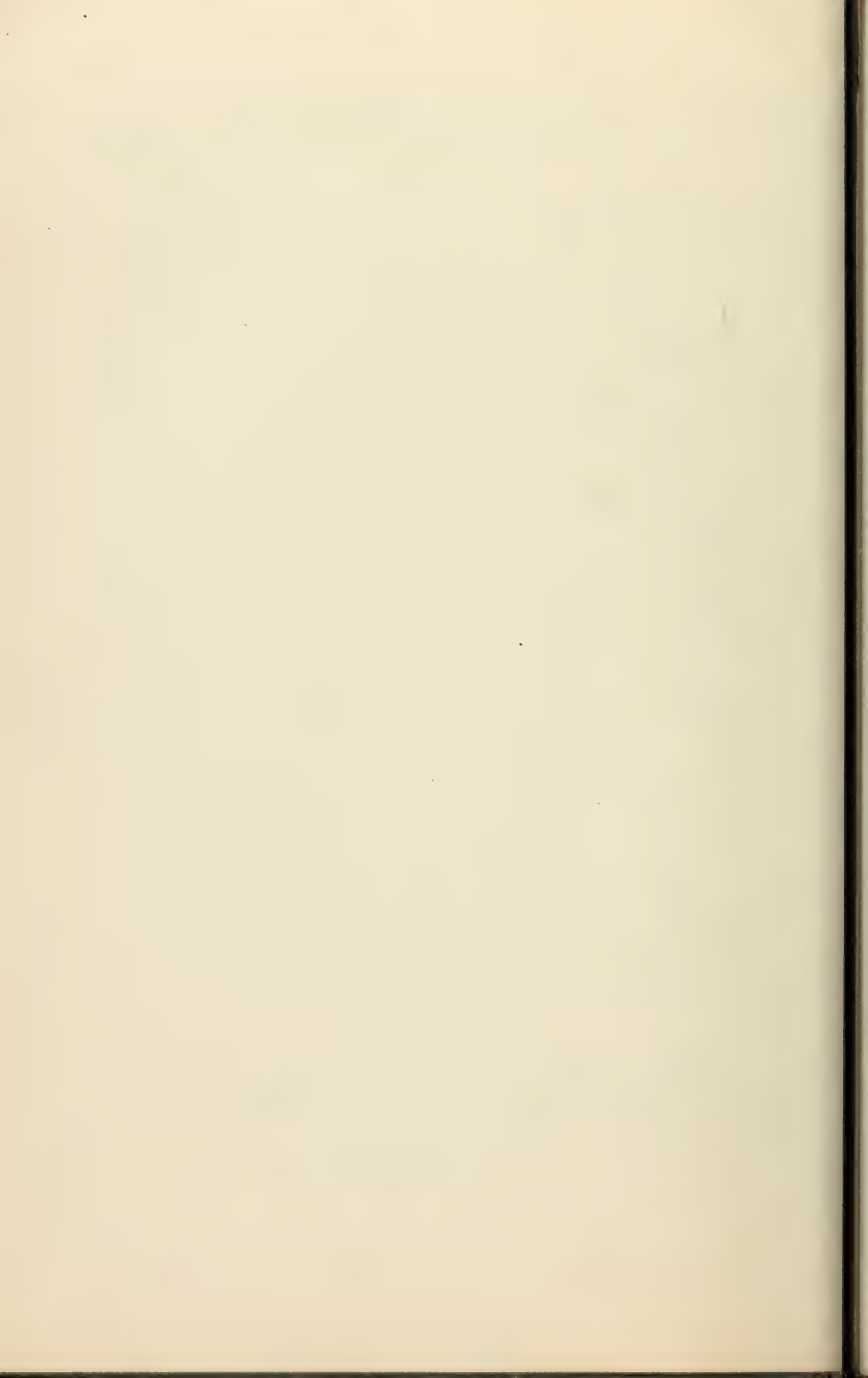
11. I (am, made) twelve years (old) to-day.
12. I (am making, shall be) thirteen next June.
13. To-morrow (I make, is) my birthday.
14. She (made, is) fourteen years (old).
15. Yesterday (I made 14 years, was my fourteenth birthday).

#### *Copies On Me.*

16. She copies (on, from) me.
17. Hide the book (from, on) him.
18. He (crooked it on, stole it from) me.
19. My sister ran away (on, from) me.
20. My mother (puts me on, dresses me).

#### *Don't Wants.*

21. She (don't wants, doesn't want) that book.
22. He (doesn't want, don't wants) to come to school.
23. She (doesn't want, don't wants) to go.
24. She (don't wants, doesn't want) any.
25. He (don't wants, doesn't want) to take it.





## USE OF CAPITALS

## Drill in the Use of Capitals—First Word of a Sentence.

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Rule 1. Begin with a capital letter: (a) The first word of every sentence; (b) The first word of every line of poetry.

Examples: (a) Let us learn to write correctly.

(b) Speak clearly, if you speak at all;

Carve every word before you let it fall.

### EXERCISE 29.

Rewrite these sentences, using capital letters where they are needed:

1. there are forty pupils in our class.
2. is our city growing very fast?
3. the breaking waves dashed high  
on a stern and rock-bound coast.
4. shall we go home after school?
5. there are forty-eight states in our nation.
6. what is the name of our largest state?
7. oh, say! can you see, by the dawn's early light,  
what so proudly we hailed at the twilight's last gleaming—
8. it is time for us to begin our work.
9. is it true that your work was all right?
10. there are many sentences to be corrected.
11. a sentence is the expression of a thought.
12. constant practice makes us perfect.
13. a man is known by the company he keeps.
14. you did your work very well.
15. how is a newspaper printed?
16. do you keep a list of your misspelled words?
17. the heights by great men reached and kept  
were not attained by sudden flight,  
but they, while their companions slept  
were toiling upward in the night.
18. our class won a banner for good attendance.
19. birds of a feather flock together.
20. not all that glitters is gold.
21. doesn't a watched pot ever boil?
22. the wind howls around the house.
23. we must be careful while crossing streets.

## Drill in the Use of Capitals—"I" and "O."

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Rule 2. Write *I* and *O* as capitals when they stand alone. Do not write *oh* with a capital unless it is the first word of a sentence, of a quotation, or of a line of poetry.

Examples: Just before Christmas, O dear Santa Claus, I am as good as I can be! Oh dear, oh dear! has Santa Claus been here?

### EXERCISE 30.

Rewrite these sentences, using capital letters where they are needed:

1. oh, oh, oh! i have forgotten my pencil.
2. To you, o King, i bow!
3. As i came to school i met a friend.
4. When i heard the bell, i knew i should be late.
5. Mother, o Mother! i want to speak to you.
6. oh dear, oh dear! what shall i do?
7. oh where, oh where shall i find my brother?
8. If you were i, would you do it?
9. Snowflake, o little snowflake, how pretty you are!
10. Why, oh why did i eat that green apple?
11. How can i learn to write well?
12. Mother, may i go out to swim?
13. Shall i call for you at three o'clock?
14. Oh! Oh! my tooth aches.
15. If i only had gone to the dentist!
16. Now i shall lose the tooth, I am afraid.
17. Be gentle, o master, when you carry this vase!
18. You are a stern master, o Duty!
19. When i return, i will call for you.
20. Return, o Summer, and bring us back the flowers!
21. How shall i know when i am right?
22. Where, oh where did i put my hat?
23. How can i guard against fire?
24. i must be sure that i do not play with matches.
25. oh yes, i know that i should pick up loose papers.

## Drill in the Use of Capitals—"Bible," "God," *Etc.*

Rule 3. Begin with capitals: (a) The name of *God*, or any name used for *God*; (b) The name *Bible* and names that refer to parts of the *Bible* and to other sacred writings; (c) Pronouns referring to *God*.

Example: Jehovah, our God, gave His people the Ten Commandments.

### EXERCISE 31.

Rewrite these sentences, using capital letters where they are needed:

1. The lord is in his holy temple.
2. the bible contains the ten commandments.
3. the ten commandments were given by god to his people.
4. Another name for god, is jehovah.
5. Still other names for god are: the almighty, our father, and the eternal one.
6. The groves were god's first temples.
7. Some sacred books are the bible, the talmud, and the koran.
8. Does the bible contain the old testament?
9. The bible is read every morning in the assembly.
10. Our principal usually reads from the book of psalms or the book of proverbs.
11. We cannot explain the ways of god.
12. We cannot explain the ways of providence.
13. Glory to god in the highest.
14. The bible contains the psalms and the proverbs.
15. The first book of the bible is called genesis.
16. Indians call god the great spirit.
17. She went to church with her bible in her hand.
18. The Pilgrims worshipped god with a gun in one hand and the bible in the other.
19. The talmud, the koran, and the bible all contain holy thoughts.
20. We look upon god as the creator of the world.
21. The book of exodus tells us how god led his people out of Egypt.
22. Missionaries take the knowledge of god to the heathen.
23. In the wilderness god fed his people.
24. Moses, by god's command, smote the rock and water gushed forth.



## Drill in the Use of Capitals—Days, Months, and Holidays.

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Rule 4. The names of days, months, holidays, church days, and special occasions begin with capital letters.

Note: The names of the seasons do *not* begin with capitals.

Examples: Monday, Election Day, April, Easter, Safety Week, spring, summer.

### EXERCISE 32.

Rewrite these sentences, using capital letters where they are needed:

1. School will be closed every day from christmas to new year's day.
2. The first day of the week is sunday.
3. Is january the first month of the year?
4. The fourth of july comes during the summer vacation.
5. On what day does armistice day fall?
6. Our summer months are june, july and august.
7. Last spring, we had a rainy easter.
8. Don't you wish that we shall have snow at christmas?
9. Two special occasions are safety week and open school week.
10. School is open from monday until friday.
11. Our shortest month is february; it has only twenty-eight days.
12. april, june, september, and november have thirty days each.
13. Does columbus day fall in october?
14. The first tuesday after the first monday in november is election day.
15. Another fall holiday is labor day.
16. labor day falls on the first monday in september.
17. On the thirtieth of may we have decoration day.
18. decoration day is better known as memorial day.
19. In what month does st. valentine's day come?
20. I think that it comes in february, just after lincoln's birthday.
21. On flag day we have patriotic exercises.
22. Oysters are in season from september to April.
23. The season of lent begins with ash wednesday.
24. Our schools are closed on washington's birthday, february 22.
25. We never go to school on saturday and sunday.

## Drill in the Use of Capitals—Direct Quotations.

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Rule 5. The first word of a direct quotation begins with a capital letter.

Note: If the quotation is broken, the second part begins with a small letter unless the second part is the beginning of a new sentence. Then the first letter is capitalized.

Examples:

1. The pupil asked, "When should I use a capital letter?"
2. "Indeed," replied the wolf, "and what is that?"
3. "The wolf is dead," said the hunter. "He will no longer trouble you."

### EXERCISE 33.

Rewrite these sentences, using capital letters where they are needed:

1. The teacher said, "be careful while crossing streets."
2. "why must I stay home?" asked the little lamb.
3. The magician said to the merchants, "you have lost a camel."
4. "indeed we have," they replied.
5. "my friends," said the magician, "your camel will be found."
6. "i do not want to go," said Mary. "please let me stay here."
7. "did you call me?" asked the teacher.
8. "it was Tom," he replied, "who called you."
9. "where have you been?" she asked.
10. "this," he explained, "is our classroom."
11. Do you believe in the proverb, "a stitch in time saves nine"?
12. "the train was late in starting," he replied, "and so we arrived late."
13. A loud voice shouted, "come here, young man. Where are you going?"
14. "my name," the boy replied, "is Tom."
15. Captain Lawrence said, "don't give up the ship!"
16. Nathan Hale's last words were, "my only regret is that I have but one life to lose for my country."
17. Perry's message was, "we have met the enemy and they are ours."
18. "millions for defence," said Pinckney, "but not one cent for tribute."
19. A good motto is, "do it now."

## Review of the Use of Capitals

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### EXERCISE 34.

Rewrite these sentences, using capital letters where they are needed:

1. loudly i called, "mother, o mother, i want you!"
2. oh where, oh where has my little dog gone?
3. now I lay me down to sleep  
i pray thee, lord, my soul to keep.
4. do you know the poem beginning, "and what is so rare as a day in june"?
5. last monday i received a letter from Aunt Jane.
6. she wrote, "come to see us during your easter vacation."
7. "i will come," i wrote back, "if my mother will let me."
8. the hungry men prayed, "give us, o lord, our daily bread!"
9. true worth is in being, not seeming,—  
in doing each day that goes by  
some little good—not in dreaming  
of great things to do by and by.
10. the teacher said, "use o in words of address only; in other cases use oh."
11. in some schools the pupils repeat the lord's prayer.
12. in fire prevention week we are warned against fire.
13. october twelfth is called columbus day.
14. mother said, "oh dear, oh dear, what shall i do with that dog!"
15. daniel said to the king, "O King, live forever!"
16. do you know the names of all the books of the bible?
17. how wonderful is thy name, o lord, our god!
18. on our silver dollar appear the words, "in god we trust."
19. two special occasions are christmas and easter.
20. i like october best because my birthday comes in that month.
21. the fourth of july is also called independence day.
22. in january we have our coldest winter weather.
23. in february we have washington's birthday.
24. oh yes, we have lincoln's birthday too.
25. praise god from whom all blessings flow.  
praise him all creatures here below,

## Drill in the Use of Capitals—Proper Names.

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Rule 6. Begin with capital letters all proper names; that is, the names of persons, cities, states, countries, mountains, rivers, etc.

Examples: Abraham Lincoln, New York, Ohio, France, Rocky Mountains, Mt. Whitney, Atlantic Ocean, Hudson River.

### EXERCISE 35.

Rewrite these sentences, using capital letters where they are needed:

1. The capital of the united states is washington.
2. Have you ever swum in the atlantic?
3. The mississippi river is very long.
4. The capital of virginia is richmond.
5. Our great abraham lincoln was born in kentucky, but he soon moved to illinois.
6. We have pupils that come from turkey, greece, russia, and poland.
7. The Nile flows through egypt and makes the land fertile.
8. Have you ever visited san francisco or new orleans?
9. I used to live in omaha, nebraska.
10. Many people come to america each year from italy and other countries of europe.
11. The great lakes lie between canada and the united states.
12. One of the greatest of our presidents was theodore roosevelt.
13. washington, jefferson, and monroe all lived in virginia.
14. The states of oregon, washington, and california are washed by the pacific.
15. Were you born in portland, oregon, or in portland, maine,?
16. The capital of italy is rome.
17. Among the chief countries of asia are china and japan.
18. The north pole was discovered by peary.
19. The largest cities in the world are new york, london, and chicago.
20. The country to the north of us is canada; its capital is ottawa.
21. To the south of us is mexico.
22. The continents are: asia, europe, africa, australia, north america, and south america.
23. The rockies are the highest mountains in north america.
24. boston, new york, philadelphia, and charleston are seaports on the atlantic.



## Drill in the Use of Capitals—Words Formed from Proper Names.

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Rule 7. Begin with capital letters: (a) words formed from proper names; (b) names of nations, races, and tribes of people.

Note: (1) Do not begin the names of studies with capitals, unless they are the names of languages.

Examples: a Virginian, Irish, French, Jews, Indian, the Germans, arithmetic, English composition.

### EXERCISE 36.

Rewrite these sentences, using capital letters where they are needed:

1. The japanese live across the pacific ocean.
2. Are the chinese and the japanese of the same race?
3. I passed my examinations in english and arithmetic.
4. Shall you take french, german, or latin when you go to high school?
5. The texans won their freedom from the mexicans.
6. The french and indian war ended in 1763.
7. The english were not acquainted with indian warfare.
8. The irish, the scotch, the welsh, the canadians, and the austrilians belong to the british empire.
9. Columbus was an italian who sailed under the spanish flag.
10. Hudson was an englishman who sailed for the dutch.
11. Our english work includes spelling and composition.
12. Most of the countries south of the united states speak the spanish language.
13. In high school I shall study latin, science, french, english and history.
14. The nations to the south of us are called latin-american countries.
15. The spanish and the portuguese were trading nations.
16. The plural of englishman is englishmen, but the plural of german is germans.
17. The inhabitants of the turkish empire are turks, not turkeys.
18. The french helped the americans to gain their independence.
19. The word gypsy is formed from the word "egyptian."

## Drill in the Use of Capitals—Class Names.

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Rule 8. When common names become parts of proper names, they are written with capitals, as: (a) Names in geography; such as: city, river, mountain, lake, sea, bridge, cape, etc. (b) Also place names; such as: street, avenue, park.

Examples: (a) Rocky Mountain, Hudson River; (b) Forty-fourth Street, Fifth Avenue, Bronx Park,\* State of New York.

\* Authorities differ in this case. The authority used by the authors is the *Style Manual* published by the United States Government.

### EXERCISE 37.

Rewrite these sentences, using capitals where they are needed:

1. The rocky mountains lie in the western part of the united states and canada.
2. The adirondack mountains are in new york state. They are beautiful mountains.
3. The harlem river separates the borough of manhattan from the borough of the bronx.
4. The oldest bridge across the east river is the brooklyn bridge.
5. new york's busiest street is forty-second street, at fifth avenue.
6. prospect park is the most beautiful park in brooklyn.
7. There are many large lakes in north america. These include the great lakes, and the great salt lake.
8. I live at ninety-ninth street and park avenue.
9. Many railroads enter new york city, including the new york central railroad and the pennsylvania railroad.
10. The amazon river is the longest river in the world.
11. The most famous falls in the united states are the niagara falls.
12. They are in the niagara river between lake erie and lake ontario.
13. The sues canal connects two great seas, the mediterranean sea and the red sea.
14. Another important canal is the panama canal.
15. It connects two oceans, the atlantic ocean and the pacific ocean.
16. The old route from new york to boston was by way of the boston post road.

## Drill in the Use of Capitals—Class Names.

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Rule 8 (continued). Other common names which are written with capitals, when they become part of the proper names, are: (a) names of relatives; as: uncle, aunt, cousin; (b) social names; as: school, club, company, hotel, church, hospital, etc.

Examples: Aunt Mary, Public School 6, Man., Good English Club, Jones & Company, Commodore Hotel, Trinity Church.

### EXERCISE 38.

Rewrite these sentences, using capital letters where they are needed:

1. My favorite uncle is uncle john.
2. When I go to visit my cousins, my aunt mary meets me at the station.
3. When I graduate, I shall go to the high school of commerce.
4. Are you a member of our good citizenship club?
5. May I invite cousin will to stay to dinner?
6. Of all my uncles and aunts, i like uncle frank best.
7. What school do you attend? I go to the roosevelt school.
8. I am going to yale when I graduate from high school.
9. I bought the goods from r. h. macy & company. Is that a good company?
10. columbia university is one of the largest universities in the world.
11. Every boy and girl should try to go to college. I am going to harvard college when I grow up.
12. My uncle john is a captain in the united states army.
13. Franklin simon & company and saks and company are on fifth avenue in new york city.
14. There are several universities in the city of new york.
15. Among these are new york university and columbia university.
16. Have you ever been in trinity church on broadway, new york city?
17. The congress hotel is a large hotel in chicago.
18. The commodore hotel is one of the large hotels in new york city.
19. The chicago athletic club wins many races.
20. St. luke's hospital is near columbia university.
21. The panama canal connects the atlantic and pacific oceans.

## Drill in the Use of Capitals—Names of Directions, *Etc.*

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Rule 9. The words north, south, east, and west and similar words are written with capitals when they name parts of the country or of the world. But when north, south, east, and west mean only a direction, or a point of the compass, they are written with small letters.

Examples: The South left the Union, the Northern states, the great Northwest, the Orient, the Far West.

### EXERCISE 39.

Rewrite these sentences, using capital letters where they are needed:

1. The Civil War was fought between the north and the south.
2. Great railways connect the east with the west.
3. China and Japan are located in the orient.
4. Turkey, with the region around the Black Sea, is called the near east.
5. The southern states left the Union in 1861.
6. To reach the school you walk south three blocks, and west one block. (*correct*).
7. Who explored the great northwest?
8. The states of the far west are California, Oregon, and Washington.
9. The vessel sailed northeast for three days. (*correct*).
10. Chicago is the largest city of the middle west.
11. The commander of the northern forces was Grant.
12. People from the orient or far east, and people from the far west, meet in New York.
13. General Lee commanded the southern forces.
14. People from the orient are known as orientals.
15. The question of slavery divided the north and the south.
16. Birmingham in Alabama is called the Pittsburgh of the south.
17. The southwest is made fertile by irrigation.
18. Our nation is united; we know no north, no south, no east, no west.
19. Florida is in the southern part of the United States. (*correct*).
20. Gold and silver are mined in the far west.
21. The pioneers were easterners who moved to the west.



## Drill in the Use of Capitals—Societies; Titles of Books; *Etc.*

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Rule 10. Important words in the title of a society, a book, a composition, or other selection, begin with capital letters. (But prepositions, conjunctions, and articles in the title are written with small letters except when they are the first word.)

Example: I have just finished, "The Wind in the Willows" by Kenneth Grahame.

### EXERCISE 40.

Rewrite these sentences, using capital letters where they are needed:

#### *Group (a) Subjects for Composition.*

1. A stitch in time saves nine.
2. of what use are flowers?
3. the watched pot never boils.
4. what i shall do when i leave school.
5. how to play checkers.
6. the life of a two cent stamp.
7. if i had one thousand dollars.
8. the view from my window.
9. why i like winter better than summer.
10. why a pupil should join a public library.

#### *Group (b) Titles of Books or Selections.*

11. The birds' christmas carol.
12. famous novels of the sea.
13. school history of the united states.
14. how they brought the good news from ghent to aix.
15. the charge of the light brigade.
16. the landing of the pilgrim fathers in new england.
17. the story of mankind.
18. i wandered lonely as a cloud.
19. A short history of the english people.
20. introduction to the works of john milton.
21. plain tales from the hills.
22. the last of the mohicans.
23. the life of a piece of coal.

## Review of the Use of Capitals.

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### EXERCISE 41.

Rewrite these sentences, using capital letters where they are needed:

1. In one of the psalms we read, "thy rod and thy staff, o lord, comfort me!"
2. columbus was a native of italy but was sent out by ferdinand and isabella, rulers of spain.
3. settlers from canada explored the st. lawrence river and the great lakes.
4. the explorer, henry hudson, was born in england, but sailed for holland.
5. market street is one of philadelphia's busiest streets.
6. niagara falls, between the united states and canada, are beautiful in the winter time.
7. the largest city of the middle west is chicago.
8. we started on friday, the first day of july.
9. even in summer, the andes mountains are capped with snow.
10. i sent cousin elizabeth a beautiful christmas present.
11. she lives near philadelphia on the bank of the delaware river.
12. after i graduate from school i shall go to hunter college.
13. next summer i am going south to see the natural bridge in virginia.
14. the best club to join is the boy scouts or the girl scouts.
15. the lincoln memorial in the city of washington is very beautiful.
16. when I was in boston I visited concord, lexington, and bunker hill.
17. america was discovered by columbus on the 12th of october, 1492.
18. three important countries of south america are: brazil, chile, and the argentine republic.
19. does the mississippi river flow north or south?
20. washington is a city in the district of columbia.
21. it is also the name of a state out west on the pacific coast.
22. settlers from new england crossed the mountains and made their homes in the valley of the mississippi.
23. our largest state is texas. It is called the lone star state.
24. have you been across bear mountain bridge?
25. i stayed all night at the hotel wellington in albany.

## PUNCTUATION

## Drill in Punctuation—The Period (.); the Question Mark (?); the Exclamation Point (!).

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Period (.)   Question Mark (?)   Exclamation Point (!)

Rule: Place a question mark after every sentence that is used to ask a question. (Interrogative Sentences.)

Place an exclamation point after every sentence that is used to express strong feeling. (Exclamatory Sentences.)

Place a period after all other sentences. (Declarative and Imperative Sentences.)

Examples:

1. Jamestown was settled by the English in 1607.
2. Close the door when you leave.
3. What time is it?
4. What a wonderful time we had!

### EXERCISE 42.

Rewrite these sentences, using the proper punctuation mark at the end of each.

1. We had a very warm summer
2. Do you find this exercise easy   Yes
3. Listen closely to what I have to say
4. Can one, who was not born in the United States, be President
5. There was a fire in our house last night
6. We had to run for our lives
7. I was never so frightened before in my life
8. Bring a note for your absence
9. Miss Blank, may I leave the room
10. Write your name at the top of your paper
11. I should not have gone there
12. See, how the lightning flashes
13. What must I do to write correctly
14. You must study and practise until you succeed
15. Honesty is the best policy
16. The United States extends from the Atlantic to the Pacific
17. You can travel by airplane from London to Paris
18. What a wonderful water supply we have
19. Who do you think it was
20. See that you do not waste the water
21. Which of the two boys is taller



## Drill in Punctuation—The Exclamation Point (!).

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The exclamation point is used after

- (a) a military command; as, Halt!
- (b) words such as, Alas! Oh!
- (c) expressions of strong feeling beginning with O; as, "O Lord, save Thy people!"
- (d) exclamatory sentences that do not contain words like Alas or Oh; as, What a night it was!

But either of the following is correct:

Oh! what a night it was.

Oh, what a night it was!

### EXERCISE 43.

Rewrite these expressions, putting in punctuation marks as required:

1. Company, attention Right, face
2. Forward, march
3. Oh, oh, you are hurting me
4. What a glorious time we had
5. O mother, how I missed you
6. Stop
7. Alas, what have I done
8. What fun we had
9. Backward, turn backward, O Time in thy flight
10. Oh, I am so tired
11. Help help I shall drown.
12. Don't shout
13. Hurrah our boys have won.
14. Go go God bless you
15. Hurry up if you want me to wait
16. "Halt" said the guard. "Advance and give the password"
17. Hello, hello, you've given me the wrong number
18. O my dear father, how I have missed you
19. I thought I should never see him again
20. "Ouch" he exclaimed. "You hurt me"
21. Well well I'm glad indeed to see you.
22. Heavens Where have you been?
23. My poor friend What has become of him?

## Drill in Punctuation—The Comma with Words of Address.

---

Rule 1. Words of address are set off, or separated from the other words of the sentence, by commas.

Examples: John, please take this book to Miss Blank. Your conduct, boys, was excellent.

### EXERCISE 44.

Rewrite these sentences, using commas where they are needed:

1. Mr. Smith may I speak to you for a minute?
2. Girls have you finished your lessons?
3. May I leave the room Miss Jones?
4. I am going to leave you for a few minutes boys.
5. What can I do for you young man?
6. Do you know your way home my lad?
7. And now boys and girls let us begin.
8. Now father what do you wish me to do?
9. Come on boys let's cheer for the team.
10. Where did you get that pencil John?
11. Mother do you wish me to go to the store?
12. No son not to-day.
13. When are you coming to see us Aunt Sally?
14. Good morning boys and girls.
15. Are you ready to go John?
16. Answer the next question Frank.
17. I asked you Mary to close the door.
18. My dear Frank how could you do it?
19. Mother may I go out to swim?
20. No Sam the water is too cold.
21. Listen carefully my friends.
22. Did you ring for me Mrs. Blank?
23. Remember boys that I trust you.
24. Where are you going my pretty maid?
25. I'm going to milk the cows sir she said.

## Drill in Punctuation—The Comma with Words in a Series.

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Rule: Place commas after each word of a series except the last.

Note: The rule also applies to a series of phrases or of clauses.

Examples: Washington was brave, wise, honest, and patriotic.  
Greek boys were taught to run, to jump, to wrestle, and to swim.

### EXERCISE 45.

Rewrite these sentences, using commas where they are needed:

1. The Mayor the Governor and the President met in Washington.
2. You will find a pen pencil and some paper on your desk.
3. The country store sells groceries meats hardware and clothes.
4. Our report cards show our standing in arithmetic history geography and drawing.
5. In the park we saw all the birds animals and snakes.
6. After school John went to the butcher's to the baker's and to the shoemaker's.
7. On our trip we passed through Albany Buffalo Cleveland and Chicago.
8. Can't you learn to speak clearly slowly and distinctly?
9. Brutus was a noble wise and honest man.
10. The thief lived in a small bare dirty ugly room.
11. In winter we have skating coasting snowballing and hockey.
12. In summer we swim play baseball and go on picnics.
13. John Mary Frank and Helen are going home together.
14. Cotton is raised in Egypt India and the United States.
15. Presidents Taylor Lincoln Garfield McKinley and Harding all died in office.
16. The way led up hill down hill and through the woods.
17. Boys girls men and women are all welcome.
18. We learn by seeing hearing tasting smelling and touching.
19. Uncle Will Aunt Mary and Cousin Jack came to see us.
20. To write and speak correctly we need practice more practice and still more practice.
21. He studied English French and German in school.
22. At various times Lincoln was clerk lawyer statesman and president.

## Drill in Punctuation—Quotation Marks.

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Rule: A direct quotation is set off by quotation marks (" ").

Remember that the direct quotation begins with a capital letter and is set off from the rest of the sentence by commas.

Definition: A direct quotation is the expression of another person's thought in that person's exact words.

Examples:

1. Father wrote, "Expect me on the early train."
2. "Expect me on the early train," wrote father.

### EXERCISE 46.

Rewrite these sentences. Begin each quotation with a capital letter and enclose each quotation within quotation marks.

1. Haste makes waste, says an old proverb.
2. I have a book for you, I said.
3. Where is it? she replied.
4. Did you hear me say, put down your pencils?
5. John, come here, said the teacher.
6. A poet once said, there is no such word as fail.
7. Knowledge is power, says an old proverb.
8. May I leave the room? I asked.
9. The teacher replied, yes, you may go.
10. My brother called out, mother wants you, Tom.
11. Tell her I am coming, I shouted back.
12. The Bible says, spare the rod and spoil the child.
13. I would rather be right than be President, said Henry Clay.
14. Did you hear me say, wait for me after school?
15. I asked if I could go out; but my mother said, no.
16. General Grant said, let us have peace.
17. When you pass in front of some one say, excuse me, please.
18. Come here, John, I said in a low voice.
19. Two strikes and three balls, shouted the umpire.
20. Why do you ask me? said I.
21. I want to know, he replied.
22. Lafayette, we are here, said General Pershing.
23. Lincoln said, I intend to save the Union if I can.
24. I pledge allegiance to my flag, began the pupils.
25. My father said, go to bed when your work is done.

## Drill in Punctuation—The Comma in Unbroken Quotations.

---

Rule: The exact words of a speaker or writer are set off by commas and quotation marks. If, however, the speaker or writer asks a question, a question mark is used after his words.

Examples:

1. Patrick Henry said, "Give me liberty or give me death."
2. "Give me liberty or give me death," said Patrick Henry.
3. "What would you like?" he asked.

### EXERCISE 47.

Rewrite these sentences, using commas, question marks, and capital letters where they are needed.

1. The pupil asked "when should I use a capital letter"
2. "You will have to learn all the rules" replied the teacher.
3. The teacher asked "who knows the answer"
4. One little boy at the back of the room said "I do."
5. "What is it" asked the teacher.
6. "I have forgotten" said the boy.
7. The Bible says "it is more blessed to give than to receive."
8. "The best way to know is to do" said Alice Cary.
9. An old maxim says "life is what we make of it."
10. "idleness leads to wickedness" says a proverb.
11. "Shall we go walking" asked Tom.
12. "Yes, let us go" replied John.
13. "where are you going" I asked.
14. "let us go over to the park" said Tom.
15. John said "yes, let us go there."
16. " i am going down town" said Mrs. Smith.
17. "Let me go with you" begged her little son.
18. "all right, you may come" said his mother.
19. the teacher said "who is making that noise"
20. "it's not I" said Tom.
21. Each of the other pupils then said "it's not I."
22. "I like to travel" said Mrs. Smith.
23. "i do, too" replied Mrs. Jones.
24. Mrs. Smith asked "where are you going next summer"
25. "I think I shall go out West" said Mrs. Jones.
26. "have you ever been there" said Mrs. Smith.



## Drill in Punctuation — The Comma in Broken Quotations.

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Rule: The words which break into a direct quotation, are set off by commas.

Example: I do not know," she replied, "when I shall see you again."

### EXERCISE 48.

Rewrite these sentences, using commas and capital letters where they are needed:

1. "I only regret" said Nathan Hale "that I have but one life to lose for my country."
2. "We have met the enemy" wrote Perry "and they are ours."
3. "John" said my father "come here at once."
4. "I'm coming" I replied "as soon as I put on my shoes."
5. "O mother" I exclaimed "how could you!"
6. "If I don't go to sleep" thought I "Santa Claus will not come."
7. "Fire" I thought "is a dreadful thing."
8. "I must be careful" I said to myself "or there may be a fire."
9. "A stitch in time" says the proverb "saves nine."
10. "Why" asked the teacher "do you do those things?"
11. "You can't swim" said the policeman "in this river."
12. "I can't wait" said Tom "for Jim to come."
13. "Don't forget" said the teacher "to come back early."
14. "My friend" began the stranger "how are you to-day?"
15. "If I had ten cents" I thought "I'd go to the movies."
16. "I'll have to work" I said "to earn that ten cents."
17. "Ten cents" said my mother as she gave me the money "will make just one dollar in your bank."
18. "That's right" added my father "you ought to save it."
19. "Oh all right" I said "I'll put it in my bank."
20. "Where" asked Mary "have you been?"
21. "When you leave" the teacher said "close the door."
22. "Come in" said my mother "and stay awhile."
23. "Must I go to bed" I asked "while it is still light?"
24. "I like the winter" said John "because then I can skate."
25. "I can skate in summer, too" answered Mary "on roller skates."

## Drill in Punctuation—The Comma with Questions Following a Statement; and in Addresses and Dates.

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Rule: Use a comma to separate a statement from a question immediately following it.

Example: It's raining, isn't it?

Rule: Use a comma (a) between the names of two places in an address; (b) between the day and the year, in a date.

Example: I was born in Albany, New York, on March 4, 1915.

### EXERCISE 49.

Rewrite these sentences, using commas where they are needed.

#### *Group (a).*

1. We shall be late shall we not?
2. I am taller than he am I not?
3. You are coming home with me aren't you?
4. The snow looks very pretty doesn't it?
5. John lives here doesn't he?
6. He has finished his lessons hasn't he?
7. She is not yet fifteen years old is she?
8. The early settlers were not cowards were they?
9. The Indians have coarse hair haven't they?
10. Your music takes a great deal of time doesn't it?

#### *Group (b).*

11. My uncle lives in Boston Massachusetts.
12. The Declaration of Independence was signed on July 4 1776.
13. Washington died at Mount Vernon Virginia on December 14 1799.
14. Thomas Jefferson died at Monticello Virginia on July 4 1826.
15. Lincoln was shot at Ford's Theatre Washington on April 14 1865.
16. Washington took the oath of office in Wall Street New York City on April 30 1789.
17. Washington D. C. became the capital in 1800.
18. I was born in Baltimore Maryland on April 16 1890.
19. We moved to our new school on Monday May 1 1923.
20. Vicksburg Mississippi was captured by Grant on July 4 1863.

## Drill in Punctuation—The Apostrophe (Possessive Case).

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Rule: The apostrophe is used with names to show ownership or possession. Add 's to a noun that does not end with s; add only the ' if the noun ends with s.

Examples:

1. John's dog wagged its tail.
2. The boys' uncle came to visit them.

### EXERCISE 50.

Rewrite these expressions, applying the rule given above.

1. the mother of John. ——— mother.
2. the book belonging to Charles. ——— book.
3. games for boys. ——— games.
4. clothing for men. ——— clothing.
5. the whistle of the policeman. the ——— whistle.
6. the friend of Mary. ——— friend.
7. the song of the girl. the ——— song.
8. the friend of the man. the ——— friend.
9. the conduct of a gentleman. a ——— conduct.
10. the reply of the witness. the ——— reply.
11. Oliver Twist, by Dickens. ——— Oliver Twist.
12. the fan of the lady. the ——— fan.
13. dresses for ladies. ——— dresses.
14. the coat of the boy. the ——— coat.
15. the automobile of that man. that ——— automobile.
16. the dog belonging to the boy. the ——— dog.
17. the son of Mrs. Jones. ——— son.
18. the daughter of Mr. Smith. ——— daughter.
19. shoes for children. ——— shoes.
20. toys for children. ——— toys.
21. the pipe of that man. that ——— pipe.
22. the doll belonging to the girl. the ——— doll.
23. the hair of the boy. the ——— hair.
24. the cane of the old man. the old ——— cane.
25. the voice of the old woman. the old ——— voice.

## Drill in Punctuation—The Apostrophe (Omissions).

Rule: The apostrophe (') is used to show that one or more letters or figures have been left out.

Examples: O'clock (of the clock), don't (do not), doesn't (does not), Class of '25 (1925).

Note: Such words as those above are called contractions, because they are contracted or shortened forms of longer expressions. A contraction is *not* an abbreviation and therefore is not followed by a period.

### EXERCISE 51.

1. Study these contractions. Then cover Column 2, and see whether you can write the contractions for the expressions in Column 1.

Column 1.	Column 2.	Column 1.	Column 2.
it is	it's	are not	aren't
is not	isn't	did not	didn't
do not	don't	were not	weren't
does not	doesn't	have not	haven't
can not	can't	will not	won't
am not	(no contrac- tion	they are	they're
has not	hasn't	you are	you're

2. Rewrite these sentences, using contractions in place of the underlined expressions:

1. It is time for you to get up, John, is it not?
2. John knows his lesson well, does he not?
3. Mother said, "I can not let you do it."
4. Frank has not done his work very well.
5. Santa Claus will come, will he not?
6. They are going to go with you.
7. Does it not rain very hard?
8. Do you not wish that you might go, too?
9. Mary does her work neatly, does she not?
10. They are late in coming, are they not?

## Review of Punctuation and Capitalization—Letter Forms.

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### EXERCISE 52.

Following the way that you have been taught, write the following parts of a familiar, or friendly, letter, supplying the capitals and needed punctuation. Use to-day's date. Use the information given below for heading, salutation, and close.

- |  |  |
|--|--|
| 1. 256 east tenth street<br>new york new york<br>dear mother<br>your loving son          | 2. Use your home address<br>my dear john<br>cordially yours                              |
| 3. 1421 university avenue<br>new york new york<br>dear uncle john<br>your loving nephew  | 4. 441 north broadway<br>yonkers new york<br>dear mary<br>sincerely yours                |
| 5. 2401 east main street<br>cleveland ohio<br>dear father<br>your loving daughter        | 6. 875 boylston street<br>boston massachusetts<br>dear margaret<br>sincerely yours       |
| 7. the greenwich inn<br>greenwich connecticut<br>dear (your teacher)<br>very truly yours | 8. 1050 market street<br>philadelphia pennsylvania<br>dear mr. jones<br>very truly yours |
| 9. 1508 michigan boulevard<br>chicago illinois<br>dear joseph<br>sincerely yours         | 10. 435 west 186 street<br>new york new york<br>dear elsie<br>cordially yours            |



## SPELLING RULES

## Drill in Spelling Rules—Dropping the Silent “E” Before “Ing.”

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Rule: Words that end in silent *e* drop the *e* when *ing* is added.

Example: write, writing.

### EXERCISE 53.

Rewrite these sentences, adding *ing* to the words in parenthesis.

1. When I was (come) to school I met a friend.
2. I remain your (love) friend.
3. (Believe) him to be a friend, I spoke to him.
4. I knocked, and, (receive) no answer, I entered.
5. I am (write) to ask you when you are (come).
6. I am (hope) that you are (come).
7. The carpenter was (plane) the board.
8. While I was (care) for the bird, I upset the cage.
9. (Come) to school this morning, I was (have) a good time.
10. I cut my finger while I was (plane) the board.
11. I lay awake (hope) to hear my father come into the room.
12. I was (hide) from my brother in the dark hall.
13. I spent the day (paste) pictures in my album.
14. My mother is (come) to school to see how I am getting along.
15. She was (smile) at me through the window.
16. There was no (write) in the book.
17. I was happy at (receive) the prize.
18. My father asked, “How are you (come) on in your work?”
19. I am (save) my money for a pair of skates.
20. Come into the (dine) room.
21. Doesn’t our (live) room look pretty?
22. John was out (ride) with his father.
23. While they were (drive) along, the horse fell.

Exceptions: *Shoe*, *Dye*, *Singe*, and *Hoe* are exceptions to the rule. They keep the *e* when *ing* is added.

Example: *Singe*, *singeing*.

24. The blacksmith was (shoe) the horse.
25. I stained my hands (dye) the dress.
26. Your match is (singe) my hair.
27. The man was (shoe) the horses.
28. We had fun (dye) eggs for Easter.

## Drill in Spelling Rules—Dropping the Silent “E” Before “Er” and “Able.”

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Drop silent *e* at the end of a word before adding *er*, *able*, *al*.  
Example: write, writer; love, lovable; arrive, arrival.

### EXERCISE 54.

Rewrite these sentences, adding the syllable in parenthesis to the word underlined.

1. God is the Give— of all good things. (er) [Giver].
2. Your conduct is unforgive—. (able).
3. The dine— ate their meal in silence. (ers).
4. Are you an early rise—? (er).
5. I can't see you now. Come late—. (er).
6. The two love— sat in the park. (ers).
7. Any one can become a good write—. (er).
8. Mary is a newcome— in our class. (er).
9. She has a like— disposition. (able).
10. The move— are here with their vans. (ers).
11. The book is still use—. (able).
12. Your teacher should be your advise— in all matters. (er).
13. The story is unbelieve—. (able).
14. The accident was excuse—. (able).

Exceptions: Words ending in *ce* and *ge* keep the *e* when adding *able* or *ous*.

Example: change, changeable; notice, noticeable.

15. The dress is made of change— silk. (able).
16. Our soldiers were very courage—. (ous).
17. The spot was not notice—. (able).
18. The horse became unmanage—. (able).
19. Have you a peace— disposition? (able).

## Drill in Spelling Rules—Forming Plurals of Nouns Ending in “Y”.

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Form the plural of nouns ending in *y* by adding *s* when the *y* is preceded by a vowel. When the *y* is preceded by a consonant, change the *y* to *i* and add *es*.

Example: boy, boys; city, cities.

### EXERCISE 55.

Rewrite these sentences, using the plural form of the word in parenthesis.

1. What (city) did you pass through?
2. How many (boy) are there in this class?
3. The field was full of (daisy).
4. You can see (monkey) in the Zoo.
5. The lowlands between mountains are called (valley).
6. There were a great many (lady) there.
7. All the new schools have (library).
8. The wind blew the (chimney) down.
9. I like (story) of adventure, don't you?
10. The (cry) of the children were plainly heard.
11. Many (turkey) are eaten at Thanksgiving.
12. How many (reply) did you get to your letter?
13. The children received many (toy) for Christmas.
14. France, England, and the United States were (ally) during the war.
15. Do you believe in (fairy)?
16. (Lily) are beautiful flowers.
17. There were thirteen (colony) in America.
18. Our trip took us over hills and (valley).
19. Which are more useful (monkey) or (turkey)?
20. City are usually located in (valley).
21. There are several public (library) in our city.
22. How many (day) are there in February?
23. The (colony) won their independence from England.
24. Do you enjoy the (beauty) of nature?
25. The (ray) of the sun were very strong.
26. Do you like ghost (story)?
27. The (fairy) danced under the (daisy).
28. A good man has no (enemy).

## Drill in Spelling Rules—Words Ending in “Y.”

Words ending in *y*, preceded by a consonant, change the *y* into *i* when adding: *fy*, *ful*, *ly*, *ness*, *hood*, *ment*.

Example: beauty, beautify, beautiful; busy, busily, business; hardy, hardihood; merry, merriment.

### EXERCISE 56.

Rewrite the sentences, adding the suffix in parenthesis to the underlined words.

1. It takes hardy— to be a fireman. (hood) [hardihood].
2. We are busy— engaged in writing. (ly).
3. The boys skated merry— over the ice. (ly).
4. They had no busy— throwing snowballs. (ness).
5. Their merry— was cut short by the rain. (ment).
6. Mr. Brown is a successful busy— man. (ness).
7. Flowers were added to beauty— the room. (fy).
8. A good motto is, “Busy— before pleasure.” (ness).
9. The room was, indeed, beauty—. (ful).
10. He ready— consented to go. (ly).
11. Have you the hardy— to go camping? (hood).
12. I was busy— doing my work when the bell rang. (ly).
13. Everyone joined in the merry—. (ment).
14. It is your busy— to find out. (ness).
15. Merry—, merry—, the shouts rang out. (ly).
16. At what are you so busy— engaged? (ly).
17. Good writing will beauty— your work. (fy).
18. I never saw her look so beauty— before. (ful).



## Drill in Spelling Rules—Doubling Final Consonants.

Words of one syllable that end in a consonant which is preceded by *one* vowel, double the last letter when adding a syllable beginning with a vowel.

Example: run, running.

### EXERCISE 57.

Rewrite these sentences, adding the syllable in parenthesis to the word underlined.

1. John is training to be a run—. (er) [runner].
2. To-day is hot— than yesterday. (er).
3. The ball player is a hard hit—. (er).
4. Are you a good swim—? (er).
5. The streets became wet— and wet—. (er).
6. Who was the win— of the prize? (er).
7. He drop— his gun and ran. (ed).
8. Run— is good exercise. (ing).
9. I was plan— to go out. (ing).
10. The rain is stop— now. (ing).
11. Just as I was put— my pencil down, the bell rang. (ing).
12. I hurt my hand shut— the window. (ing).
13. The boy was spin— a top in the street. (ing).
14. John is split— wood for the fire. (ing).
15. Frank had a cramp while in swim—. (ing).
16. Hurrah! Our side is win—. (ing).
17. I plan— my work for the next day. (ed).
18. The car stop— when I signaled. (ed).
19. The teacher rap— for order. (ed).
20. I drop— the letter in the box. (ed).
21. This is a good rid— to bad rubbish. (ance).
22. This is the hot— day we have had. (est).

## Drill in Spelling Rules—Doubling Final Consonants.

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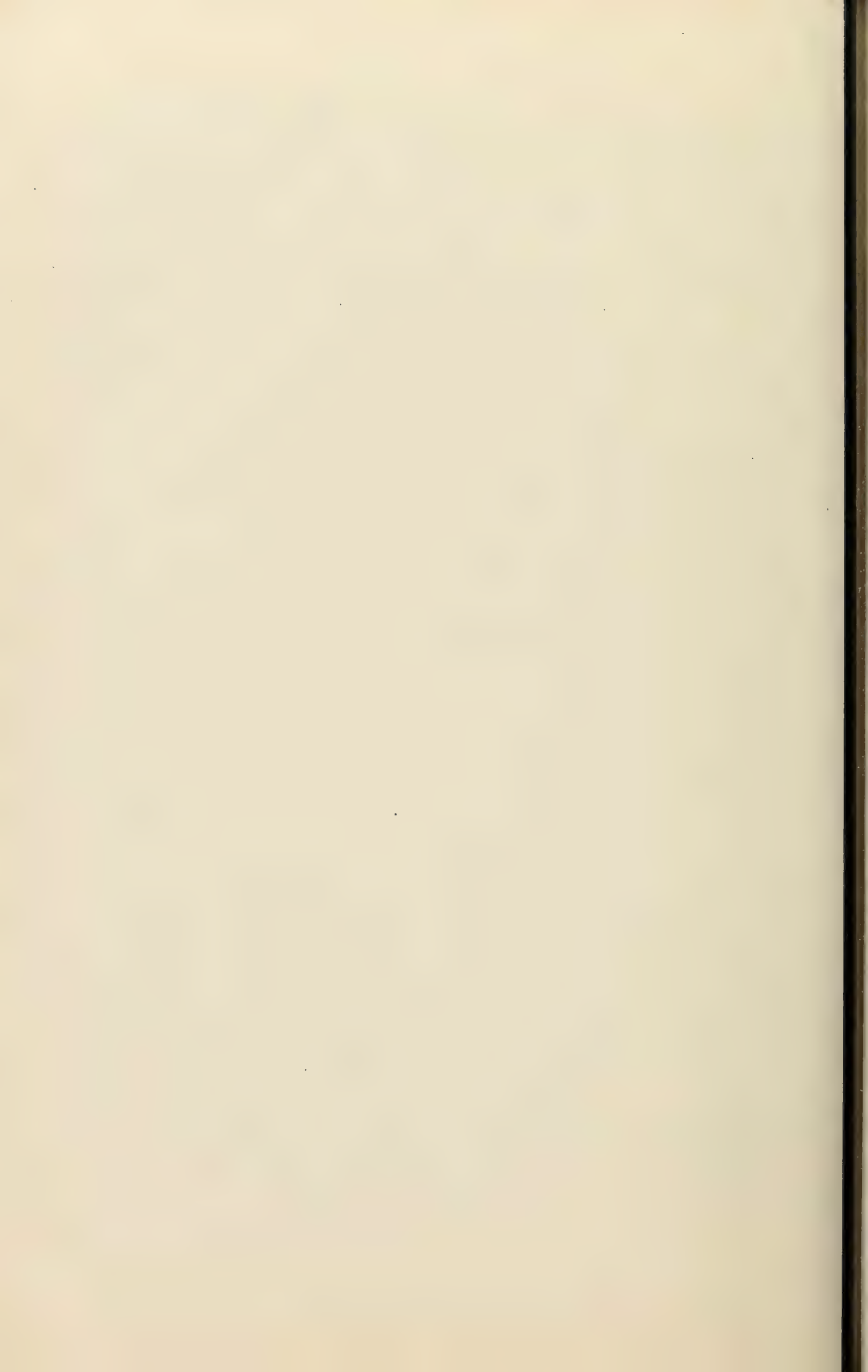
Words of more than one syllable that end in a consonant which is preceded by *one* vowel, double the last letter when adding a syllable beginning with a vowel, *if the word is accented on the last syllable*.

Example: begin, beginning; refer, referred (but reference).

### EXERCISE 58.

Rewrite these sentences, adding the syllable in parenthesis to the word underlined.

1. Just as I was begin— the bell rang. (ing) [beginning].
2. We were transfer— from one car to another. (ing).
3. I was refer— to some one else. (ing).
4. I have regret— going very much. (ed).
5. That was good for a begin—. (ing).
6. Aren't you forget— something? (ing).
7. The boy was expel— from school. (ed).
8. It was a most regret— occur—. (able, ence).
9. The car could not be control—. (ed).
10. John excel— in arithmetic. (ed).
11. The Civil War occur— over sixty years ago. (ed).
12. I was transfer— to another class. (ed).
13. I prefer— to stay in my old class. (ed).
14. The matter was refer— to the principal. (ed).
15. The colonists rebel— against Great Britain. (ed).
16. I was compel— to work hard. (ed).
17. I have never regret— hard work. (ed).
18. The prize was for general excel—. (ence).
19. Cuba was in rebel— in 1898. (ion).
20. Your name has been refer— to me. (ed).



## SENTENCE STRUCTURE

## Drill in Sentence Structure—Incomplete Sentences.

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Every sentence must have a verb, a word that asserts something about the subject. No word ending in *ing* is ever used to assert unless it is accompanied by some such word as: am, is, are, was, etc.

Examples:

Wrong: Hoping to hear from you soon.

Right: I hope to hear from you soon.

Wrong: As I was coming into the building.

Right: As I was coming into the building, I met Mr. Jones.

### EXERCISE 59.

Rewrite these sentences, adding missing parts or changing the sentences to make them complete.

1. The man, expecting to find a job. (What did the man do?)
2. After I had walked about five miles. (What did I do?)
3. Coming up the stairs. (What happened?)
4. Just as the game was about to begin. (What happened?)
5. While talking to my teacher in the street this afternoon.  
(What happened?)
6. The man who stopped me in the street and spoke to me.  
(What about him?)
7. With many thanks for the great help you have given me.
8. While walking home yesterday with some of my friends.  
(What happened?)
9. The man coming up the street. (What about him?)
10. As I was about to enter. (What happened?)
11. That tall man who is speaking to the policeman on the corner.  
(What about him?)
12. The postman ringing the bell and putting the letters in the box.  
(What about him?)
13. While I was walking home from school yesterday. (What happened?)
14. Coming into the room, the teacher and the principal. (What did they do?)
15. As I was cheering and clapping my hands in the assembly room. (What happened?)
16. When I went to the park and saw the strange animals. (What happened?)



## Drill in Sentence Structure—Too Many Ideas.

---

A sentence is the expression of a thought. The following sentences are poor because they contain too many ideas. They are too long and rambling.

Example:

Wrong: I ate my supper and then I sat down to do my lessons and when I had finished I went to bed.

Right: This can be broken up into three thoughts, as follows: I ate my supper. Then I sat down to do my lessons. When I had finished, I went to bed.

### EXERCISE 60.

Rewrite these sentences, so that each thought will be in a separate sentence. Often this can be done by omitting "and," or "so," or "then," or by making slight changes in the wording.

1. I came home from school and my mother told me to go to the store and after I had started she called me back.
2. Lincoln was a poor boy so the only education that he had he received from his mother and his mother died when he was a boy.
3. We went to the park after school then we played there about an hour and then we started to throw stones into the pond and then we went home.
4. Our school is a nice new building and it is five stories high and it has about fifty class rooms and the boys and girls like to go there.
5. One day we went on a picnic and just as we were going to sit down to lunch a storm came up, and after awhile the sun came out.
6. I tried to get on the baseball team so the manager said I could come out for a trial, and I went out to try but I couldn't make the team.
7. During the morning it rained hard and then in the afternoon the sun came out and we started to play ball and soon William knocked a home run.
8. The girls made dresses for their dolls and Mary finished her dress first and she started to help Dora with hers but Dora said she didn't want any help, then Mary felt bad.

## Drill in Sentence Structure—Too Many Ideas.

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### EXERCISE 61.

Rewrite these sentences, so that each thought will be in a sentence by itself.

1. Washington was commander of our armies in the Revolutionary War and at first he wasn't very successful but after awhile he began to win battles and later on he was made President.
2. "Treasure Island" is about a boy named Jim Hawkins and he finds a map showing where the pirates' treasure is buried and his friends get up a party to look for the treasure and there are many pirates in the story.
3. One day Jim wanted an apple and the apple barrel was near the cook's room and Jim had to get into the barrel because it was empty.
4. While Jim was in the barrel, some pirates came out and sat down by it and nobody knew they were pirates and everybody thought they were members of the crew.
5. The cook had only one leg and his name was John Silver and everybody called him Long John Silver so Jim heard them plotting and they were making plans to steal the map.
6. There was one very exciting part where the story tells how one of the pirates wanted an apple while Jim was in the barrel and the pirate took his knife and reached in with it and Jim was almost hit by the knife.
7. On the island was a man named Ben Gunn and he had been left there years before by Old Flint and Ben Gunn knew where the treasure was and it seems that it wasn't where the map said it was and as the map was no good now they let the pirates have it.
8. Then we jumped on the wagon and my uncle just snapped the whip and the horses ran away as fast as their legs could go.
9. One day I saw Santa Claus and he told me that I could go with him at Christmas time and I stepped into the sleigh and rode to a distant land, he went down into the houses while I watched the sleigh.

## Drill in Sentence Structure—Different Ideas.

---

Sometimes ideas that have very little or no relation at all to each other are put into the same sentence. This is wrong. Only related ideas should be in a sentence.

Example:

Wrong: My brother wears a high hat on Sunday and he goes to business every day.

Right: My brother wears a high hat on Sunday. My brother goes to business every day.

### EXERCISE 62.

Rewrite, putting each idea into a single sentence by itself.

1. This book called Treasure Island is about a search for treasure and I like stories about hidden treasure.
2. Jim's father kept an inn on a lonely spot and Jim lived with his mother and father.
3. One day a fierce looking man came to the inn and there was a little bay near the inn.
4. He had a big chest with him and his name was Bill Bones.
5. He used to drink and sing queer songs and one day another man came looking for him.
6. One day some pirates came to the inn looking for Billy Bones and Jim's father was a very sick man.
7. One of the pirates was a blind man but his hair was long and tied in a braid.
8. Blind Pew was the name of the blind pirate and the pirates were determined to get the map that Billy had in his chest.
9. The pirates attacked the inn and Jim and his mother were hiding near the road.
10. When the pirates were driven away, Jim took the map to his friends Dr. Livesy and Squire Trelawney and Jim's father had died a little while before.
11. They decided to fit out a boat and Jim's mother didn't want him to go.
12. Squire Trelawney went to Bristol to hire a crew and the pirates were all at Bristol.
13. Long John Silver and the other pirates were engaged as the crew and the boat was a very fast sailing vessel.

## Drill in Sentence Structure—Ideas of Different Rank.

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Sometimes ideas are rightly placed in the same sentence because they are related. But they should also be arranged so as to bring out that relation.

Examples:

Wrong: Washington was our first president and he was born in 1732.

Right: "Washington, who was our first president, was born in 1732."

Wrong: I studied my lessons carefully and I received a perfect mark.

Right: Because I studied my lessons carefully, I received a perfect mark.

### EXERCISE 63.

Rewrite these sentences, making the underlined idea the principal one.

Instead of *and* or *but*, use some such word as: when, where, as, since, because, while, than, though, although, who, which, that, whose. You may also have to change the position of one of the ideas, or even change the wording slightly, to make better sense.

1. The man was called Billy Bones and he came to the inn kept by Jim's father.
2. I went home from school and I studied my lessons.
3. Billy Bones came to the inn and the inn was kept by Jim's father.
4. I was starting for the store and my mother called me back.
5. You know this much better than I do and you can show me how to do the example.
6. I wanted to please my mother and I studied my lessons very hard.
7. My father was waiting for me in the room and I was talking to John over the telephone.

## Drill in Sentence Structure—Ideas of Different Rank—*Continued.*

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### EXERCISE 64.

Rewrite these sentences making the underlined idea the principal one.

1. Iron is heavy but gold is heavier. (Gold is heavier than iron).
2. It is snug and warm in the room and it is cold and stormy outside.
3. John Silver was the leader of the pirates and he was cook on the treasure ship.
4. The Captain trusted Long John and he had not known him long.
5. John Silver was trusted by all and his true nature was not known.
6. I have lost my skates and my aunt gave them to me for Christmas.
7. I was talking to a man on the street and a fire broke out in the house.
8. Frank went to visit his aunt and his aunt's home was in Jersey City.
9. Lincoln was our president during the Civil War and he was shot just after his second term began.
10. This afternoon I am going to Bronx Park and I shall see the animals there.
11. Lincoln was honored by all and his birthday is February twelfth.
12. I made all my preparations to go to the country but I couldn't go.
13. I had done all my work and then you came in.



## Drill in Sentence Structure—The Short Sentence.

It is usually better to combine a number of short related sentences into one larger one.

Examples:

Poor: The day was fine. I went to the park. I saw all the animals.

Better: As the day was fine, I went to the park where I saw all the animals.

Poor: I live on Brown Street. My house is the last house.

Better: I live in the last house on Brown Street.

### EXERCISE 65.

Rewrite, combining these simple, related ideas into one complete sentence.

1. Jim Hawkins lived with his father. His father was a sick man.
2. Frank lived with a married brother. His father was dead. He had to work very hard.
3. Frank had to work after school. He sold newspapers. He often came home tired and hungry.
4. One day he was very tired. He leaned against a fence. He soon fell asleep.
5. Stop when you come to a corner. Look up and down the street. Look to see whether an automobile is coming.
6. Our flag has thirteen stripes. The stripes stand for the thirteen colonies.
7. It has forty-eight stars. The stars stand for the forty-eight states.
8. Washington was our first president. He was born in Virginia. He was born in 1732.
9. He took the oath of office down in Wall Street. A statue of Washington marks the spot. Wall Street is in New York City.
10. There was a heavy snowstorm. The cars could not run. Men had to walk to business.
11. The Statue of Liberty is in New York Harbor. The French gave it to us. It was given as a mark of friendship.
12. I read Oliver Twist. It was written by Charles Dickens. It is an interesting book. Dickens is a famous English author.

## Drill in Sentence Structure—Expanding the Subject.

The bare subject may be expanded by means of descriptive words or words of explanation.

Example:

Poor: Snow covered the ground.

Better: The soft, white snow, which had been falling steadily all through the night, completely covered the ground like a beautiful carpet.

### EXERCISE 66.

Expand the subjects of these sentences by adding descriptive words or words of explanation, keeping the rest of the sentences just as they are. The subjects are underlined.

1. Lunch was ready.
2. The boys cheered the team.
3. The girls prepared dinner.
4. The rain fell steadily.
5. Flowers gladden the earth.
6. The boys made a great noise.
7. The boats drifted silently along.
8. Lincoln was shot by a traitor.
9. Automobiles make streets dangerous.
10. The postman has a fine sense of duty.
11. The policeman is a brave man.
12. The fireman was rewarded.
13. Our principal likes to see us happy.
14. Elephants are clumsy animals.
15. My dog knows many tricks.
16. Theodore Roosevelt loved boys.
17. A fire engine ran into a wagon.
18. Vacation is a pleasant time.
19. Christmas brings pleasure to all.
20. The teacher makes things interesting.

## Drill in Sentence Structure—Expanding the Predicate.

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The predicate may be expanded by adding words that tell how, why, where, or when, etc., the action took place, or by adding descriptive words to any noun (object or predicate noun) or pronoun that may be in the predicate.

Example:

Poor: Snow covered the ground.

Better: As it had been falling all through the long night, snow completely covered the ground with a smooth, white carpet.

### EXERCISE 67.

Expand the predicates of these sentences, keeping the rest of the sentences just as they are. The predicates are underlined.

1. Lunch was ready.
2. The boys cheered the team.
3. The girls prepared dinner.
4. The rain fell steadily.
5. Flowers gladden the earth.
6. The boys made a great noise.
7. The boats drifted silently along.
8. Lincoln was shot by a traitor.
9. Automobiles make streets dangerous.
10. The postman has a fine sense of duty.
11. The policeman is a brave man.
12. The fireman was rewarded.
13. Our principal likes to see us happy.
14. Elephants are clumsy animals.
15. My dog knows many tricks.
16. Theodore Roosevelt loved boys.
17. A fire engine ran into a wagon.
18. Vacation is a pleasant time.

## Drill in Sentence Structure—Securing Variety.

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Variety of expression is secured in a number of ways. (a) Begin the sentence with the word "there."

Example: Three men were coming up the street talking earnestly.

Change to: There were three men coming up the street talking earnestly.

### EXERCISE 68.

Rewrite these sentences, beginning with the word "there," and making necessary changes.

1. Many pupils are waiting on line in the yard.
2. A number of our presidents have died in office.
3. Examinations will be held on Thursday and Friday.
4. Many people are killed by automobiles every year.
5. Four men were waiting to be served at the store.
6. Some mountains are so high that they are capped with snow.
7. The month of February usually has only twenty-eight days.
8. Many books are in our library.
9. A man was coming up the street, talking to himself.
10. Three men and two women were waiting at the dentist's.
11. An automobile was waiting outside the house.
12. A new school is being built near my home.
13. A parade will be held on the Fourth of July.
14. Many newspapers are published in New York City.
15. Many policemen are employed by the city.
16. Many books are published for boys and girls.
17. Several kinds of fruit were in the dish.
18. Many people were waiting for the train.
19. Many people seem to forget that they were young once.
20. A prize will be given for the best composition.
21. A reward will be offered for the return of the dog.
22. A number of pirates were in the crew of the vessel.
23. Treasure was hidden on the island.
24. A cat and a dog were lying near the fire.
25. Many beautiful automobiles were seen at the show.
26. Many children believe in fairies.
27. A great noise was heard on the roof as Santa Claus arrived.
28. Many stories were told to the children.

## Drill in Sentence Structure—Securing Variety.

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(b) Secure variety by changing unbroken quotations to broken ones.

Example: An old proverb says, "A man is known by the company he keeps."

Changed: "A man is known," says an old proverb, "by the company he keeps."

### EXERCISE 69.

Rewrite these sentences, breaking the quotations into two parts.

1. "Coming events cast their shadows before," said Campbell.
2. Cicero said, "There is not a moment without some duty."
3. "Nothing is gained without work," says a proverb.
4. An old maxim says, "Deeds are greater than words."
5. He said, "You must be careful while crossing the streets."
6. "I am afraid that there are none left," I said.
7. Mother asked, "Where are you going, and when will you be back?"
8. Father asked, "Where did you get that dog? What are you going to do with it?"
9. I said, "Mother, may I go with you to the theatre?"
10. A maxim says, "Good health is better than wealth."
11. Franklin said, "Think before you speak."
12. "Just as I entered the yard, the dog sprang at me," said Albert.
13. I asked, "What shall I do now? I have finished my work."
14. "Is your name John, or is it Charles?" asked the teacher.
15. My mother said, "Do you wish to come? Get your hat and coat."
16. "You have done me a great service; how can I ever thank you?" I said.
17. The poet wrote, "Hats off! The flag is passing by."
18. The teacher said, "When you leave, close the door after you."
19. John said, "If I only had fifty cents, I'd buy that book."
20. "Must I get up while it is still dark?" I asked sleepily.
21. "Come! Get up right away," said my mother.
22. Mary said, "I can't go out to-day, I have wet my feet."
23. John said, "I like summer because I can go swimming."
24. The teacher asked, "Did you ever hear of Henry Hudson?"
25. "Henry Hudson discovered the Hudson River," I replied.



## Drill in Sentence Structure—Misplaced Modifiers.

A word or group of words added to another word to tell something about it or to make its meaning clearer, must be so placed that the reader will know at once to what it refers. (Modifiers must be placed as near as possible to the words which they modify.)

The word "only" is always troublesome. Usually it is placed in front of the word to which it refers.

### *Sentence*

1. Only I spoke to him.
2. I only spoke to him.
3. I spoke only to him.

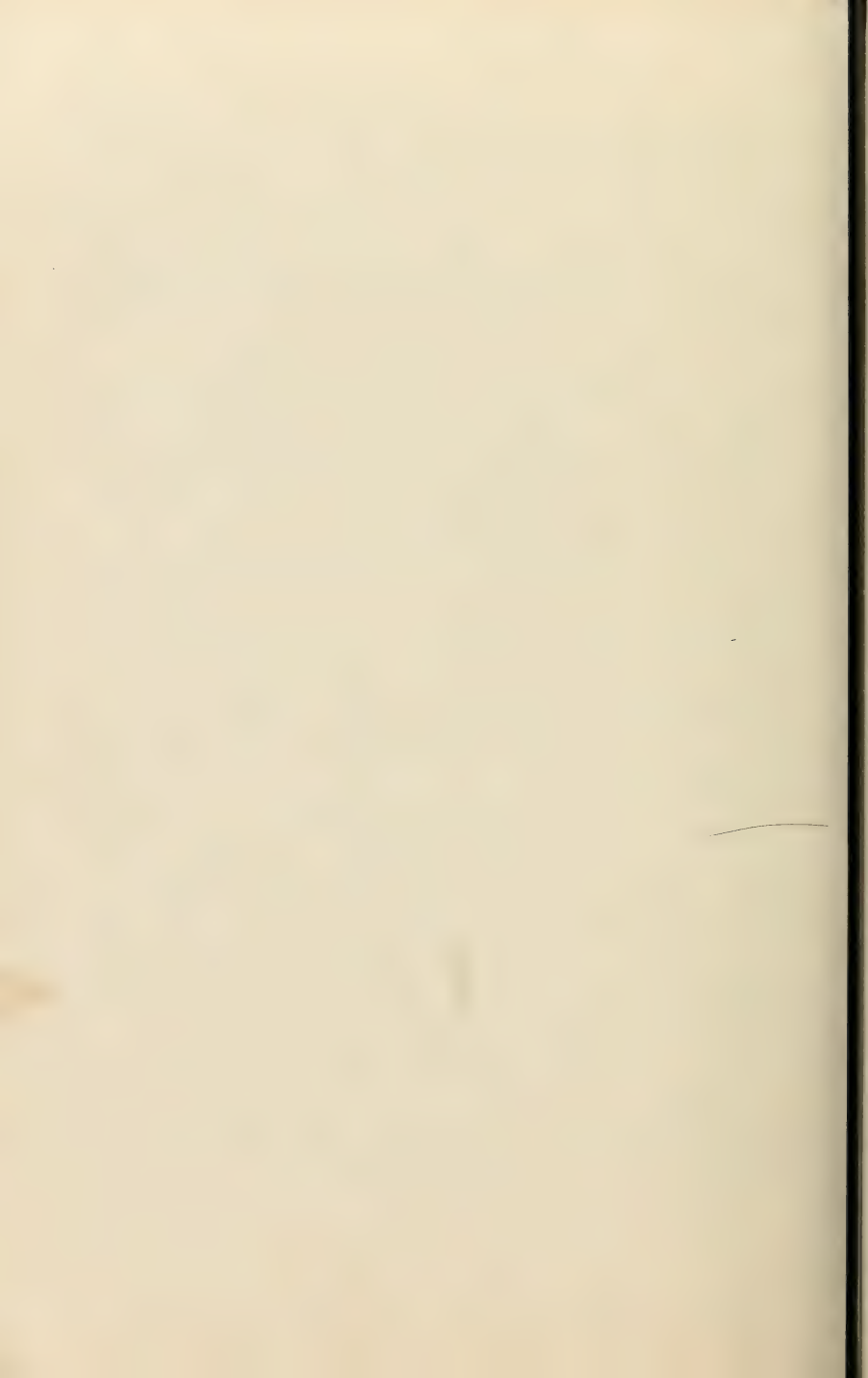
### *Meaning*

- (No one else spoke to him.)
- (I didn't hit him or do anything else but speak to him.
- (I did not speak to anyone else.)

### EXERCISE 70.

In these sentences the word "only" is omitted. Rewrite these sentences, adding the word "only" correctly.

1. Compositions should be written on one side of the paper.
2. John is afraid in the dark.
3. I had been in the room a minute when the teacher came in.
4. I told you to leave two lines. You left one.
5. I take my lesson once a week.
6. I had time to do a part of the lesson.
7. Who is there? I.
8. In all this time you have done two examples.
9. I have been in this country two months.
10. That line is seven inches long. I told you to make it longer.
11. You ought to weigh more. You weigh eighty pounds.
12. I can play with you for a little while.
13. You will be home in time, for the show lasts half an hour.
14. Your car can go twenty miles an hour, but mine can go thirty.
15. Our side lost the ball once.
16. She can't be very sick for the doctor came once.
17. There was so little time that I could read two pages.
18. The class across the hall has fifty pupils, but our class has thirty.
19. The teacher detained those boys who had made a noise.
20. Mother said, "I shall speak to you once."
21. You told us to do four examples, not seven.



## FORMING PARAGRAPHS

## Drill in Forming Paragraphs—Unity.

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A paragraph contains one or more sentences telling what you wish to say about some subject. There must be nothing in the paragraph that does not relate to the subject. Here is a good paragraph that tells a story.

Example: We had an exciting time getting ready for our picnic. While Sister Sue washed the dishes, mother made the beds. At the same time, I ran to the corner store for the things for lunch, which mother prepared on my return. What do you think we had? We had hard boiled eggs, sandwiches, apples, peaches, and delicious soda water. Just as we were about to start, sister exclaimed, "O mother, the baby's gone!"

This is a good paragraph for the following reasons:

1. It begins with a topic sentence that sums up what the paragraph is about.
2. It contains nothing that does not relate to the subject.
3. It tells everything that is important about the subject.
4. It tells the facts in their right order.
5. The sentences are well-constructed and have variety.
6. The last sentence makes you want to continue reading.

### EXERCISE 71.

Rewrite the following paragraphs, written by school children. Omit the sentences that do not relate to the subject.

1. Topic: Preparations for the Party.

I put on my pink silk dress for my birthday party. Mother bought games, ice-cream, and candy. Mother and I set the table. Oh, how pretty the room did look, all decorated with crepe paper! We danced and played all sorts of games at the party. (Which sentence has nothing to do with *preparations* for the party?)

2. Topic: Making a Bed.

To make a bed right you must air it well. Be sure to have clean covers ready. First you put on your sheets. Sometimes we dress up in sheets and play that we are ghosts. After the sheets are on, you put on the top covers. Then you put the pillows in place. It is great fun to have a pillow fight.

## Drill in Forming Paragraphs—Unity—*Continued.*

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### EXERCISE 72.

Rewrite the following paragraphs written by school children, omitting the sentences that do not relate to the subject. Then write a better paragraph of your own on each subject.

1. Topic: The School Lincoln attended.

The school was a log cabin with the earth for a floor. The windows were small and were covered with greased paper instead of glass. Lincoln was taught reading, writing, and a little ciphering. At seventeen, he was over six feet in height. He dressed in coarse homespun.

2. Topic: A View of Fifth Avenue.

A good way to see Fifth Avenue is to take a bus and ride down to Washington Arch. New York City is three hundred years old. On the way downtown you see many department stores with beautifully decorated windows.

3. Topic: The Value of Thrift.

The word "saving" means "thrift," and "thrift" means putting your money in the bank. Some banks are very large and beautiful. If you put your money in the bank, some day you may be rich.

4. Topic: How I Spent the Holidays.

On the day before Christmas I went away to see my cousin who lives in Philadelphia. Philadelphia is a very large city on the Delaware River. During the Revolutionary War, Washington crossed the Delaware. I had a fine time at my cousin's.

5. Topic: How to Make a Fire.

First we take some paper and put it in the stove. Our stove is a very large one. We have had it as long as I can remember. Then take a match and light the paper. While it is burning you must throw pieces of wood into the fire. If it goes out, you must light it again until you succeed.



## Drill in Forming Paragraphs—(Completeness).

Even though every sentence relates to the subject, the paragraph may be poor, because important facts are left out. The following paragraphs were written by school children. Rewrite them, completing them, so that nothing important is omitted. Then write paragraphs of your own on the same topics.

### EXERCISE 73.

#### 1. Topic: How I Fooled My Brother.

It was the first of April, called April Fool's Day. While I was walking to the store with my brother, I said to him, "I have forgotten the money for the meat. Run home and get it." (How did this fool the brother?)

#### 2. Topic: How to Reach Our Camp.

To reach our camp, you must take the train. You ride for about thirty minutes. When you get off the train, you have a fifteen-minute walk. When you see a sign reading, "Camp Careless," you will know that you are there. (Could you reach the camp after reading this paragraph?)

#### 3. Topic: A Picnic at the Beach.

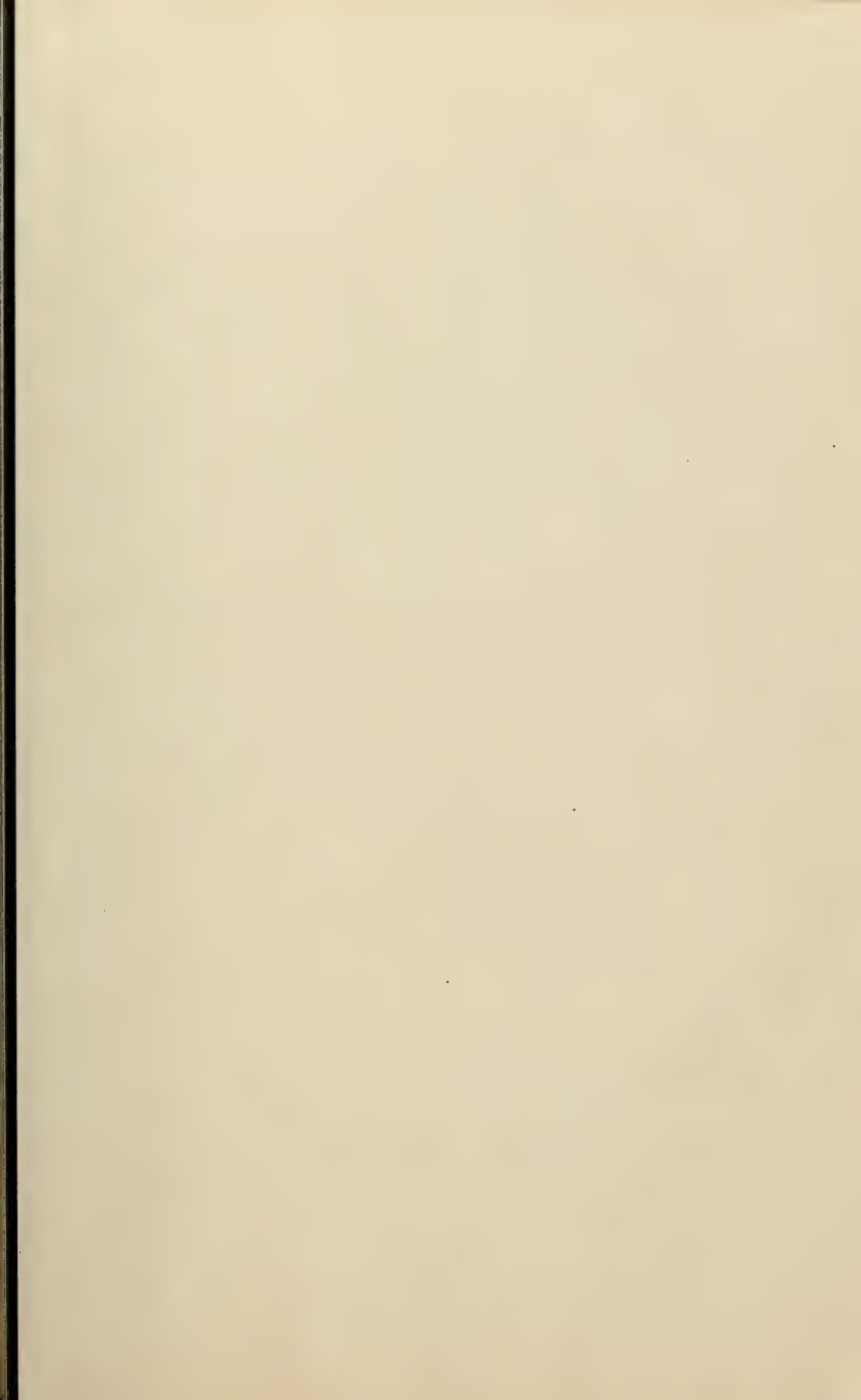
I went to the store for the things for lunch. Mother put the lunch up, and put our bathing suits and towels in another bag. At last we were ready! We took the boat to the beach where we had a good time. (What happened at the beach?)

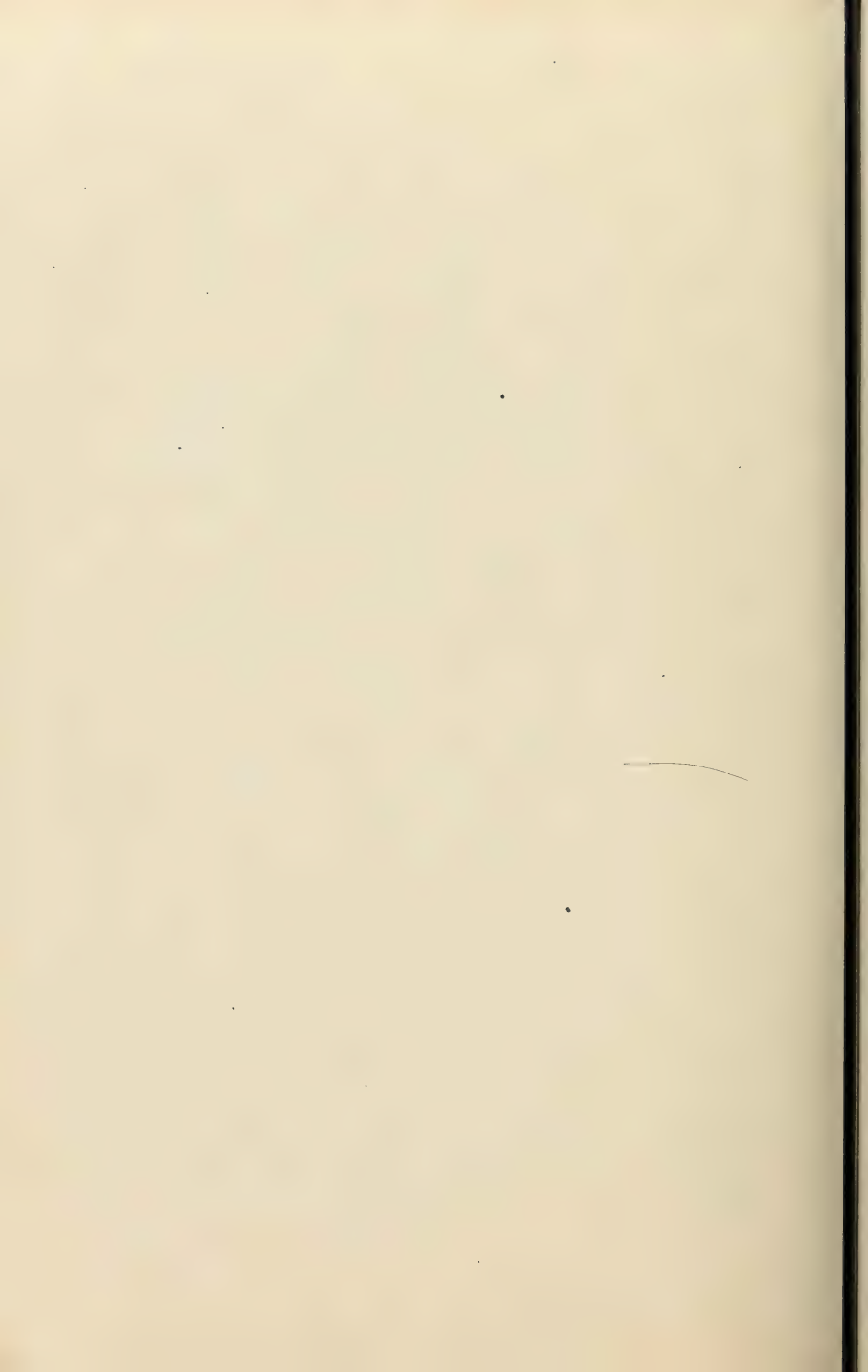
#### 4. Topic: How I Spent Christmas Week.

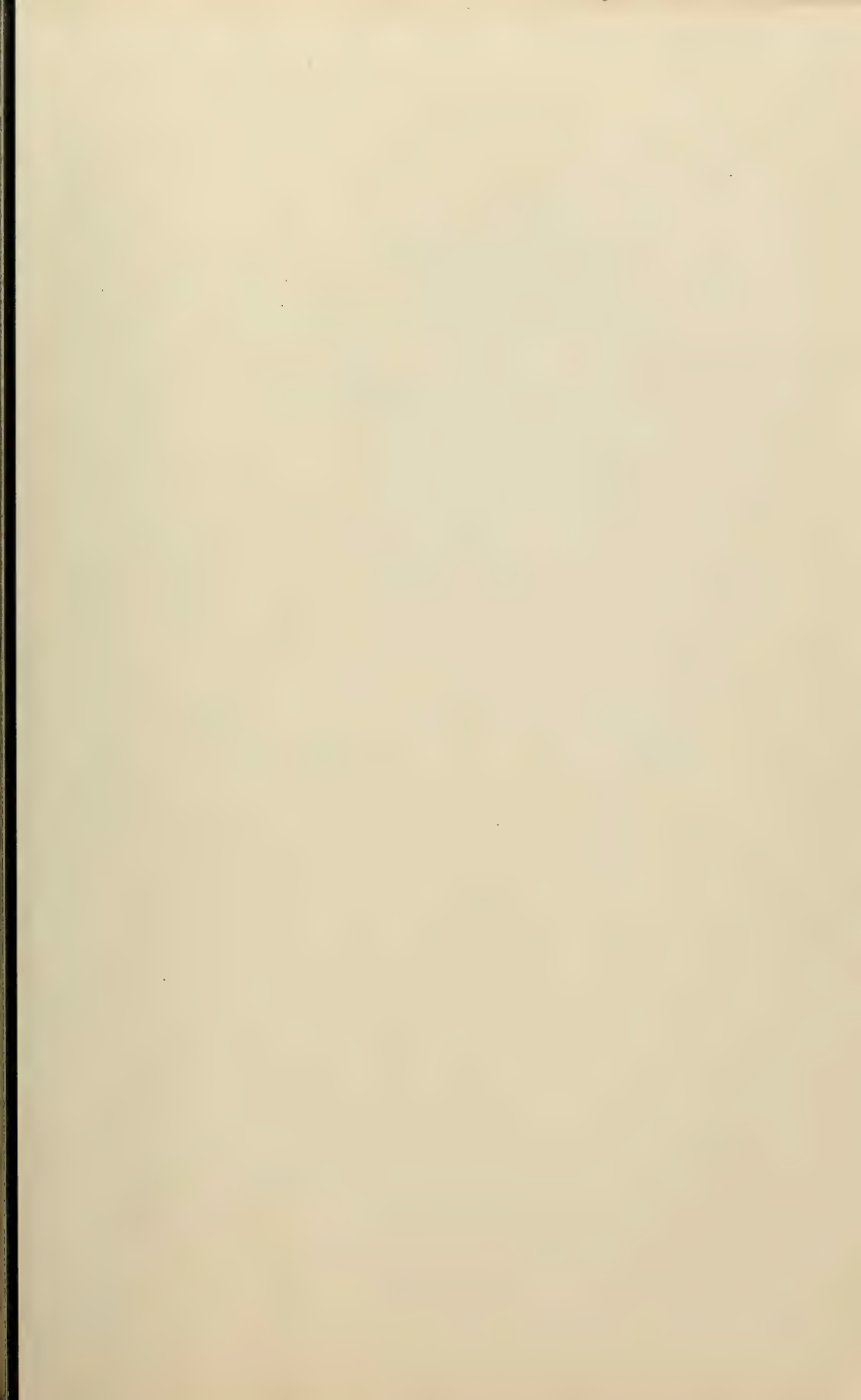
On Christmas morning I awoke bright and early. Jumping out of bed, I opened my presents. I was very happy to see what I had received, and I played with my toys all day. When school opened on January second, I was ready to go back. (Can you tell how the writer spent the week?)

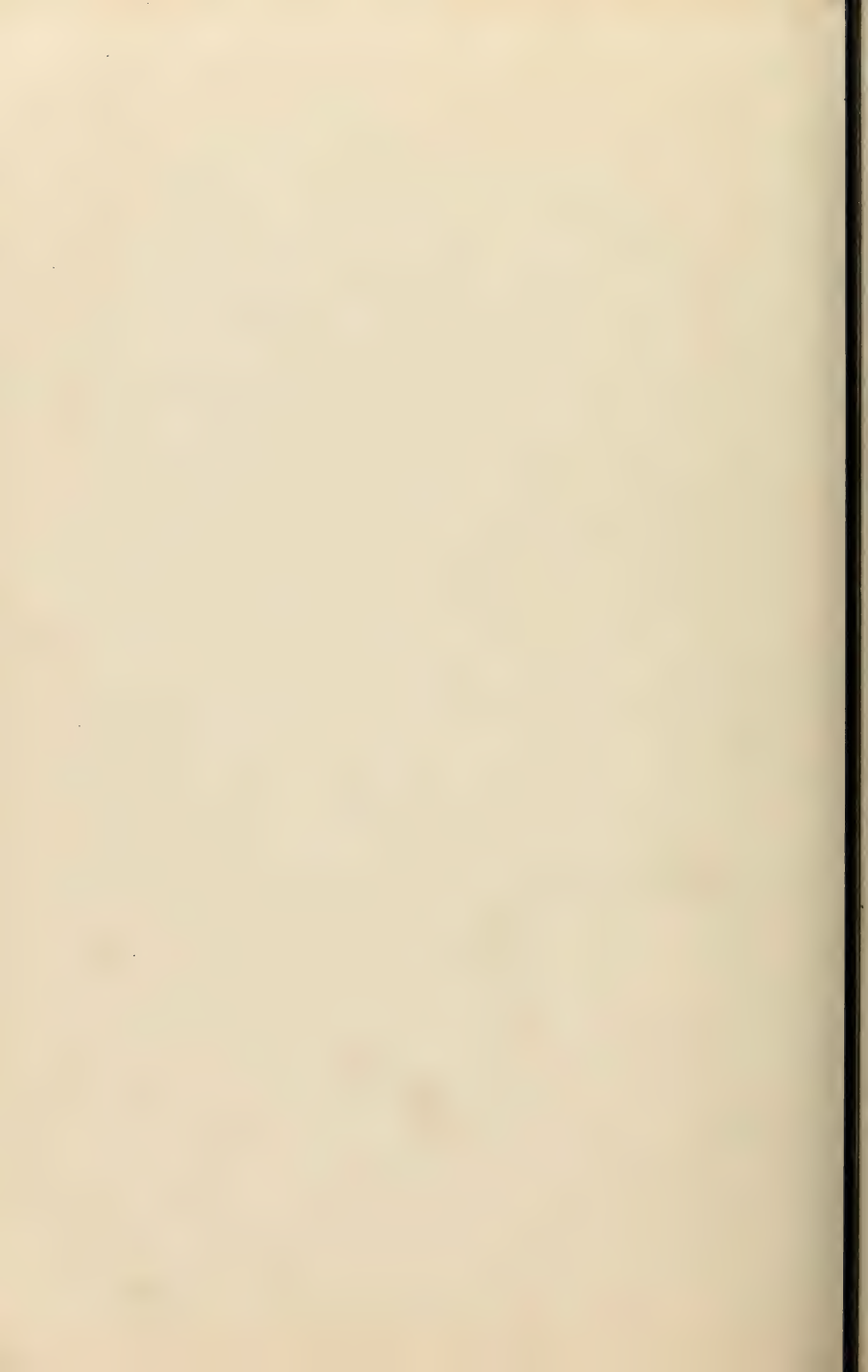
#### 5. Topic: Paul Revere's Ride.

"Paul Revere's Ride" is a poem written by Longfellow. It tells how Paul Revere galloped away through the country to warn the people. His friend had signaled to him what was going to happen. The ride was exciting, and I liked the poem very much. (When? Where? Warn about what?)

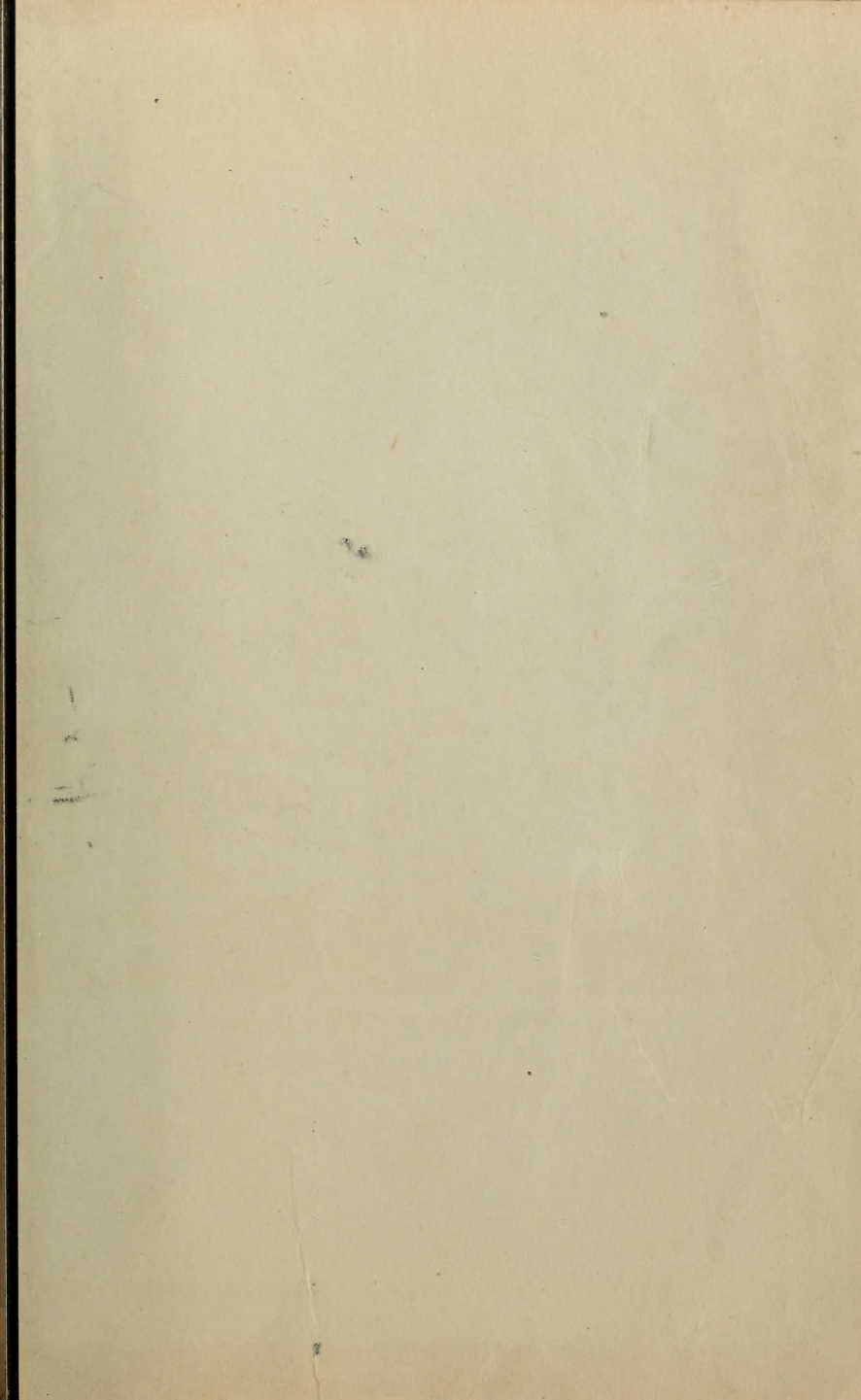














### Rid Your Speech of English Demons

- |                               |                         |
|-------------------------------|-------------------------|
| 1. I <i>saw</i> him           | 8. I <i>did</i> it      |
| 2. It <i>isn't</i>            | 9. It <i>broke</i>      |
| 3. <i>May</i> I go            | 10. He <i>began</i> it  |
| 4. It <i>isn't he</i>         | 11. If I <i>were</i>    |
| 5. It <i>was I</i>            | 12. There <i>were</i>   |
| 6. Took <i>from</i> me        | 13. He <i>doesn't</i>   |
| 7. Different <i>from</i> that | 14. I <i>haven't</i> it |

BOYLAN AND TAYLOR'S "GRADED DRILL EXERCISES"





### Use These Correct Forms

- |                         |                                   |
|-------------------------|-----------------------------------|
| 15. <i>This</i> kind    | 22. <i>Let</i> me go              |
| 16. <i>This</i> thing   | 23. <i>Lie</i> down               |
| 17. <i>Those</i> things | 24. Didn't have <i>any</i>        |
| 18. <i>That</i> book    | 25. Didn't do <i>anything</i>     |
| 19. Looks <i>well</i>   | 26. <i>He</i> and <i>I</i> did it |
| 20. Has <i>come</i>     | 27. <i>Whom</i> have you seen     |
| 21. Has <i>gone</i>     | 28. <i>I shall</i> be glad        |

CISES IN CORRECTIVE ENGLISH" BOOKS I, II, and III.



